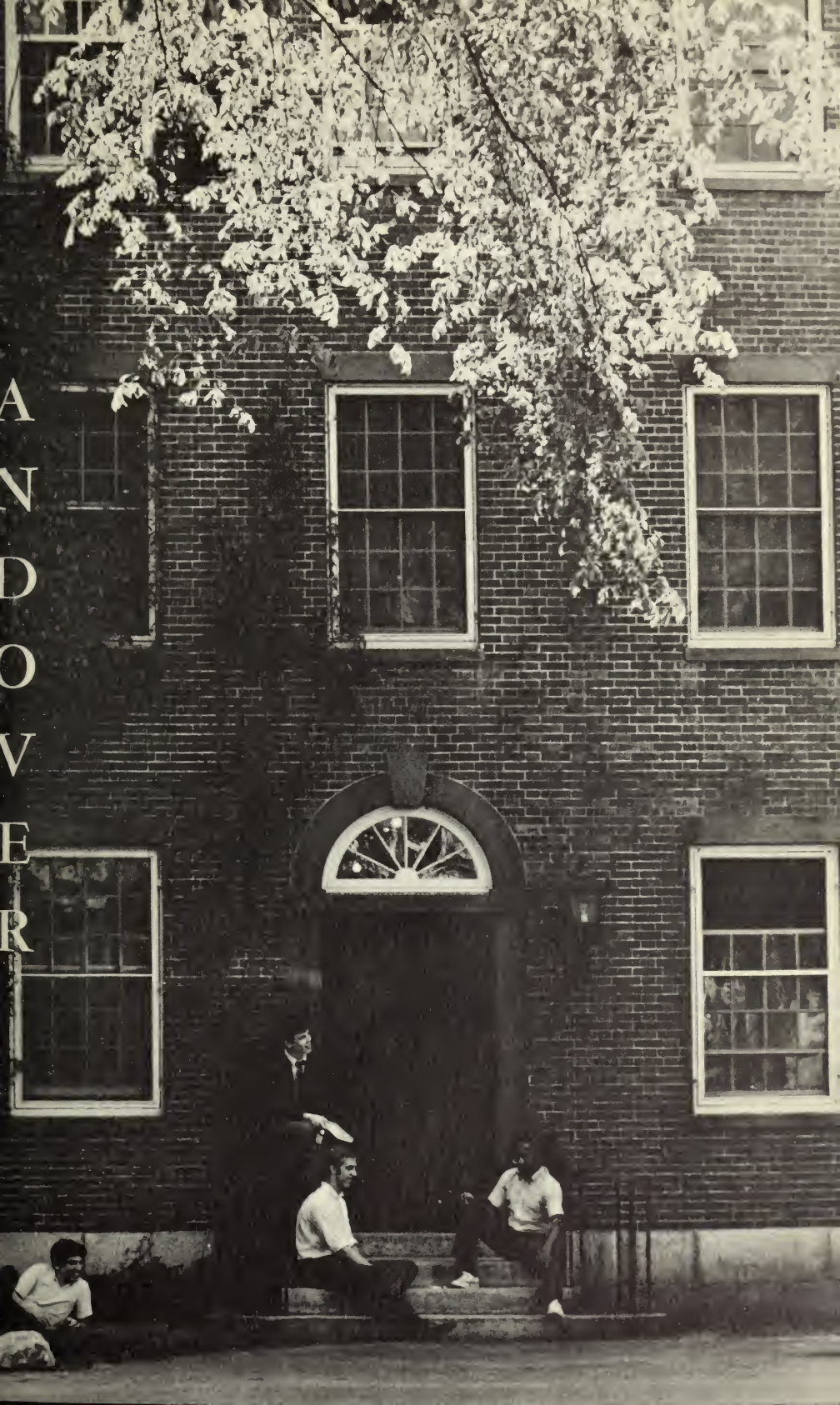




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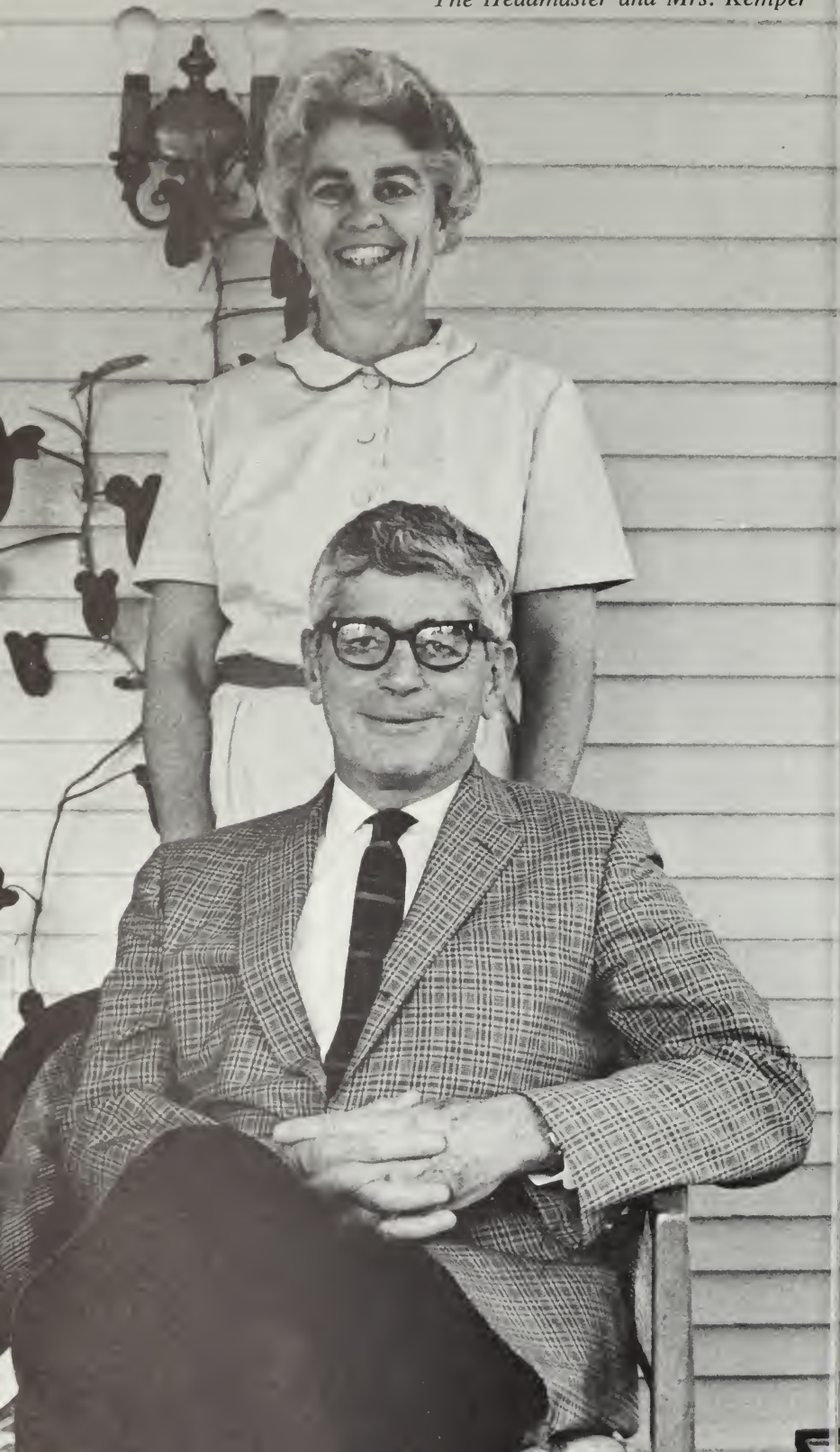




1971 CATALOGUE
OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS
ONE HUNDRED NINETY-THIRD YEAR

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The Headmaster and Mrs. Kemper



PURPOSE

“ . . . He hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.” (from the Constitution, written by Samuel Phillips, Jr., 1778)

Andover today is a place of rapid change, reflecting great shifts in the nation's educational needs. At the same time, the school maintains continuity with its past and with the goals of its founders. The fundamental purpose of the school remains unchanged in its emphasis on preparing students for active involvement and service in the affairs of the nation and the world. The long traditions of hard work and sound scholarship remain at the center of Andover life, yet the school recognizes that knowledge grows out of a full human experience and that it has a responsibility to foster the proper development of a full range of human attitudes and interests.

Andover today actively seeks diversity in its student body and draws young men from all backgrounds throughout the country and the world. The present faculty is comparably diverse and steadily demonstrates a willingness to change and to experiment. Consequently the breadth of intellectual, cultural, and social offerings both within and outside of the classroom is greater now than ever before in the school's history.

In recent years Andover has greatly expanded its interdisciplinary and elective courses, independent study projects, and off-campus programs. The decentralization of administration through a cluster housing system and the development of a faculty-student cooperative forum have increased opportunity for direct and personal communication throughout the school and given students greater participation in decisions that govern the conduct of their own lives. More changes are already in sight as the school welcomes innovation yet values the lessons of its past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

*First
School
Building
1778*



The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. During his administration substantial advances have been made in curriculum, admissions policy, and physical plant and resources.





1890



1970



STUDENT LIFE

Life at Andover is full and challenging. Course work is fast paced and requires of most students about twenty five hours of outside preparation a week. In addition, there are six hours of required athletics and two hours of the school work program each week. Despite these demands, virtually all students take advantage of the broad spectrum of extracurricular activities that the school offers. Decisions about the use of one's time and other important matters are largely left to the judgment of the student, for the school encourages independence and personal responsibility. There are no study halls at Andover. A cut system for unexcused absences provides leeway and flexibility. During open periods of the day, students may use their free time much as they choose.

The Andover weekday schedule begins with breakfast, served from 7:15 until 8:15. Beginning at 8:00 a.m., there are six periods in the morning, at least two of which are free for study. The fourth period provides a break for mail and school meetings.

A boy generally attends classes or labs in about twenty-one of the thirty-eight class periods per week.

Athletics take place from 2:00 until 3:30 on Monday, Tuesday, Thursday, and Friday. They are not required on Wednesday or Saturday, but varsity and Junior varsity teams usually have outside competitions on those afternoons.

There are two late afternoon periods for study, classes, or labs. After dinner there is free time for recreational, hobby, and group activities. At 8:00 p.m. all except Seniors must be in their dormitories studying, or working at the Library, Computer Room, Arts and Communications Center, or Language Lab. Seniors and Upper Middlers have no required bed hour, but Lower and Juniors do.

Wednesday and Saturday afternoons are half holidays. Saturday evenings are free for movies, dances, and other activities. Sunday is a free day save for the required church service and evening study hours.

Out-of-town excursions provide cultural and recreational opportunities that can break the routine of school life. Most boys are



eligible to take one day excuse per week. They may, after the end of the third week in the fall term take a number of weekends instead of day excuses. The number of Junior excuses is set by their cluster chairman; Middlers may take four weekends a term; Seniors five.

In recent years there have been some new developments in student-faculty relations, particularly in school decision making. Most faculty committees have student representatives, and many *ad hoc* committees are made up of both students and teachers. Committee work of this kind has been a useful and interesting educational experience for many. In addition, the Student-Faculty Co-operative provides a way for faculty members and students to meet together in large and small groups to discuss and act upon matters of importance to the school.

Dormitory life is in itself for most students an interesting and profitable experience, especially when a classmate next door may come from an unfamiliar state or country. A boy's housemaster (counselor) with his wife and his family lives in his own part of the dormitory. The relationship between a boy and his housemaster (and family) may become very close. The housemaster, ordinarily a teaching and coaching member of the faculty, tries to keep himself available for counseling or informal conversation.

Abbot Academy, a girls' boarding school, is right next door to Phillips Academy, and the two schools share many activities, both curricular and extra-curricular. In 1970-71 there are joint classes in art, music, foreign languages, and religion. Boys and girls are frequent visitors to each others' campuses to attend church services, plays and concerts, dances, club meetings, discussions, and athletic contests.

Those who are not accustomed to a residential school may at first be surprised on the one hand by the degree of independence an Andover student is allowed and on the other by the existence of the rules and procedures required to protect the rights of individuals and to enable the school to achieve its purposes. The school keeps its rules to a minimum, and they are reviewed annually by students and faculty members together.





HOUSING AND DINING

Boarding students at Andover live together in the school's dormitories and smaller houses, all of which are supervised by resident faculty housemasters. Dormitory units vary somewhat in size, but they are all small enough to encourage close relationships among students, and between a student and his housemaster.

All but a very few dormitories and houses are grouped into residential clusters, which serve as administrative and social subdivisions. The idea of the cluster is to create the warm, friendly atmosphere of a small community. The clusters provide the focus for a variety of extracurricular activities: lectures and seminars, off-campus service projects, social functions, intramural athletics. The six clusters, each housing some 120 students, have considerable autonomy, and are managed by students and housemasters together.

Juniors (9th graders) live together as a class in a cluster located near the Old Campus. They have their own rules, extracurricular activities, social affairs, and athletic teams. They live in both single and double rooms, and have a variety of recreational facilities in Williams Hall. Resident Senior proctors guide Juniors in cluster activities, counsel them in their personal affairs, and acquaint them with the workings of school life.

Four other clusters are made up of Lower Middlers, Upper Middlers, and Seniors. Each of them has its own personality and style. Students tend to remain in the same cluster for two or three years. Seniors exercise a good deal of authority in managing cluster affairs.

Seniors have a wide choice of housing arrangements. They may be proctors in the Junior cluster, serve as leaders in the upper-class clusters, or live with their classmates in the Senior cluster. Wherever they live, Seniors are free of restriction to a degree unusual in American boarding schools, and take considerable responsibility for their own conduct and for the running of the school.

Meals are served in four dining rooms in The Commons. Girls from Abbot and boys from Phillips are frequent guests in each others dining halls. Attendance at meals is voluntary, except that Juniors and Lower Middlers are required to come to breakfast Monday through Friday.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student has a faculty counselor, who for boarders is his housemaster. The counselor gives advice and assistance in all that concerns the welfare and happiness of the boys in his charge. Housemasters are generally men of considerable experience, who are assisted in their counseling duties by the Dean of Students, the Medical Director, and fellow housemasters. The counselor is usually the member of the faculty most intimately in touch with the student and his parents, and informs the parents frequently of their son's progress. Parents are urged to turn to the counselor at any time to seek or to provide information about their son.



ANDOVER'S SPECIAL RESOURCES

OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library, with its collection of over 87,000 volumes in the liberal arts, is an outstanding resource of the school community. Students use the library for course reading, independent study and relaxation. Large reading rooms and small German and French language rooms provide ample space for quiet study. A music record listening room and the Copley wing, an American history reserve book room (gift of James S. Copley, PA 1935) are additional facilities valuable to students. A trained staff member is on duty at all times to help in the use of the library and to advise in the choice of reading.

Particular treasures of the Library are an original elephant folio of Audubon's "Birds of America," given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; the John A. Stevenson Walt Whitman Collection, given by John R. Stevenson of the class of 1938; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, is kept in a separate room open to all who may be interested.

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.



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THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent special exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand

items, is recognized as one of the outstanding specialized collections in the country. Allston Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Innes, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings, and photographs complete an exceptionally well-balanced collection. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included. Models of American sailing ships, built to uniform scale, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition.

Among publications of the Addison Gallery are *Layman's Guide to Modern Art*, 1949-54; *The Naked Truth and Personal Vision*, 1955, and *The American Line*, 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. Another book, *Models of American Sailing Ships*, serves as a catalogue of the Marine Collection. All are simply written, and intended for adult as well as for student readers. An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

ARTS AND COMMUNICATIONS CENTER

The Arts and Communications Center, connecting The Addison Gallery to the stage of the Meeting Room in George Washington Hall, provides modern facilities for stage set design and construction, painting, drawing, architecture, photography, sculpture, ceramics, and woodworking. An audio-visual department of unusual scope, has audio-visual production and projection facilities ranging from small rooms with a capacity of five to an auditorium seating 250. The Underwood Room and Court, a part of the Arts and Communications complex, offer pleasant indoor and outdoor areas for receptions, concerts, dances, and informal gatherings.



THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established by Robert Singleton Peabody, Class of 1857, conducts research in American Archaeology, publishes its findings, and maintains a museum to assist in its teaching program and to illustrate its work. Two of the exhibit rooms of the museum are being redesigned so that they will both better illustrate the past research endeavors of the Foundation, as well as become visual aids to the course it is responsible for in Introductory Anthropology.

Its present major research is concerned with the origin and development of agriculture and the attendant rise of civilization in the New World. The study of agriculture and the rise of civilization in the Tehuacan Valley in Mexico is nearing completion, but associated archaeological problems will continue to be pursued in that region. A major project to attack analogous problems in the Ayacucho basin in highland Peru commenced in 1969 and may continue for five seasons.

The Foundation has recently added to its long list of publications two major volumes dealing with the ancient environment and human subsistence and with the prehistoric stone artifacts in the Tehuacan Valley. A third volume on the ceramics of the area has recently gone to the printer. Work continues on the remaining three volumes in this series. There are plans for publishing research on the earliest archaeological sites in northeastern North America, including one in Nova Scotia dated about 8000 B.C. An annual report on the initial endeavors in highland Peru was published early in 1970, and a short monograph on New England archaeology is scheduled for publication in 1971.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural





wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events in all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

DISTINGUISHED VISITORS

Each year a considerable number of distinguished men and women in the field of literature, the arts, the sciences, business, public service, and the various professions come to visit the school. Many of them are able to remain on campus for a day or more to meet individually or in small groups with students and teachers.





STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They change from year to year in scope and intent, depending upon student interest. Each group is under student leadership and is advised by a member of the faculty. Girls from Abbot Academy play an active role in most of the activities described below, and members of the faculty often take part.

Community Forum

The Student-Faculty Cooperative exists as a forum within which all members of the community can discuss common problems and ideas and, if they wish, make proposals to the faculty for action. Membership is open to all students, faculty members, alumni, and trustees. The Cooperative is based on the principles that students should have some say in the affairs that affect their lives and that all members of the community should have, on a regular basis, an opportunity to discuss together topics of mutual concern.



Publications

The *Phillipian*, founded in 1854, is the school newspaper, published every Wednesday. The editorial and business boards give students experience in writing and in business practice.

The *Mirror*, founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.



The *Press Club* is another journalistic activity which compiles and submits athletic information to local newspapers.

Eidōlons is a new magazine of student photography produced cooperatively with several other secondary schools.

Service Organizations

The *Phillips Society* serves the school and the local Andover community in a variety of ways, broadening the outlook of students by stimulating in them a greater awareness of social problems and tasks that need doing, and by giving them opportunities for practical application of religious and humanitarian principles in serving others. The Phillips Society is composed of a number of working committees. Membership in it is open to any student who wishes to participate in the activities of any of the committees.

The *Community Service Program* offers opportunities for service off campus in the predominantly urban areas of Lawrence and Lowell and in the greater Andover community. Any student may volunteer for work in one of three nearby hospitals, assist-

ing in various recreational activities, or tutoring in one of several programs for educationally disadvantaged students.

The *Blue Key* welcomes new parents and boys to the school, and its members serve as advisors to the new boys at the beginning of the year. Throughout the year, they meet and guide prospective students and their parents about the school.

The *Open Door* welcomes visiting athletic teams to the campus. *Sumop* is a joint committee serving Phillips Academy and Abbot Academy that investigates, advertises, and advises about girls' and boys' summer opportunities in study, travel, or service in the United States and abroad.

The *Group Trips Committee* organizes visits to cultural and recreational activities in the Greater Boston area.

The *Student Tutorial Committee* is a volunteer group that helps fellow students who are behind in their work either because of illness or a weak academic background.



Musical Organizations

Musical organizations on campus are many and varied. The *Marching Band*, the *Orchestra*, the *Concert Band* and the *Chorus* (combining both Choir and Glee Club) give many concerts, either alone or jointly with other schools.

A number of informal vocal and instrumental groups also flourish—including the *Eight 'n' One Octet*, the *Folk Music Society*, the *Madrigal Society*, and several rock groups.

Dramatics

The extra-curricular dramatics program is divided into three parts. The most visible of the theatre activities are the full productions by student casts on the school's main stage. In recent years, various groups have staged *A Man for All Seasons*, *King Lear*, *Brigadoon*, *Marat/Sade*, *Galileo*, *The Fantasticks*, *A Midsummer Night's Dream*, *Black Comedy*, and *Carnival*.

A less spectacular but more vital area of the theatre at Andover is the *Drama Lab*, an entirely student-operated experimental theatre located beneath the main stage. Co-ordinated by a student director, the Lab offers students the chance to experiment with direction, production techniques, lighting, set design, new scripts, and various acting styles. As a result of this freedom, the Lab productions vary widely—from Shaw to Beckett, Strindberg to LeRoi Jones, Shakespeare to Jules Feiffer. Depending on interest and talent, the Lab can stage a different show every two weeks.

Debating

The *Philomathean Society*, founded in 1825, holds debating and school forums. Regular meetings provide forums for the discussion of local, national and international issues. From time to time there are debates with visiting teams, and once a year a Prize Debating Contest. The organization also sponsors visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems.



Radio

WPAA-FM is an educational FM station licensed by the FCC, which has superb equipment for a station its size. It provides about 50 hours per week of news, music, sports and educational programs to an area with a population of about 200,000. Its studio is in the basement of Evans Hall and its transmitter on the roof. It is completely student operated and is one of the largest extra-curricular activities.

The *Radio Club* has a room in the basement of Evans Hall where radio sets can be built and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need, often ending in official licensing examinations.

Student Societies

The *Asia Society* has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures and films.

The *Afro-American Society* exists to serve the needs of the black student at Andover. The Society operates a Black Cultural Center, which includes a library of black history and literature and which serves as a headquarters for its many activities: orientation, tutoring and general assistance for new black students, and lectures, seminars and panel discussions open to all students.

The *Pre-Medical Society* for students interested in considering the medical profession meets regularly and receives the cooperation and help of the school infirmary-hospital and its Medical Director. Their activities include films, lectures, discussions and trips to some of the outstanding hospitals in the Boston area.

Political Organizations

The *Andover Student Political Union* serves to help make the student body more aware of politics through a series of debates, panel discussions, and guest speakers.

The *Progressive Andover Republicans*, *Young Americans for Freedom*, *Young Democrats* and other political groups are active throughout the year.



Student Clubs

The *Outing Club* is an active group that engages in skiing, mountain and technical rock climbing, fishing, canoeing, cycling, river rafting, kayaking, and numerous other outdoor activities.

The *Natural History Club* is the school's primary ecology action group. The members combine natural history study with conservation programs and contribute much towards making the Andover community aware of its local problems and responsibilities in such areas as pollution and wild life preservation.

The *Sailing Club* is increasingly active and has hope of obtaining its own fleet. The group competes in regattas with other schools and often sails informally.

The *Rifle Club* is a large, well organized group that offers members an opportunity to shoot for pleasure, for National Rifle Association awards, or for the school team, which has a full schedule of interscholastic competition.

There are many other clubs that wax and wane from year to year. They include the Archaeology Club, Astronomy Club, Audio-Visual Club, Camera Club, Chess Club, Coin Club, Duplicate Bridge Club, Fencing Club, Fishing Club, Judo Club, Mechanics Club, Mineral Club, Model Airplane Club, Model Railroad Club, Science Experimenters Club, Rocket Club, Stamp Club and Woodworking Club.





ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

The physical education program which is designed to respond to both the capabilities and the limitations of each boy and at the same time to provide a healthy physical release from the routine of the daily academic program. The Athletic Department offers twenty-three different formal activities as well as the compulsory physical education program for Juniors and new Lower Middlers and a special Preliminary Athletic Training program for all those new boys entering school who need supplementary physical preparation to insure that they have a happy experience within the regular program. The Department also offers an outdoor action program as an alternative to competitive sports.





Swimming Test

Each new boy takes a swimming test, and all non-swimmers are given special instruction to insure that they can meet reasonable standards of proficiency.

Competitive Sports

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life saving.





Physical Education

During his Junior year each student participates in two hours a week of physical training in addition to his regular afternoon program of athletics. The non-competitive morning program consists of drownproofing, track, gymnastics, and ropes training. The standards of performance are based on each individual's physical capacity and thus emphasize personal progress. All aspects of the training share a close relationship to the Outward Bound philosophy of using controlled stress to give every boy a sense of achievement and success. The self-confidence and new physical skills gained in the first year assist the younger students in later participation in more advanced phases of physical training.

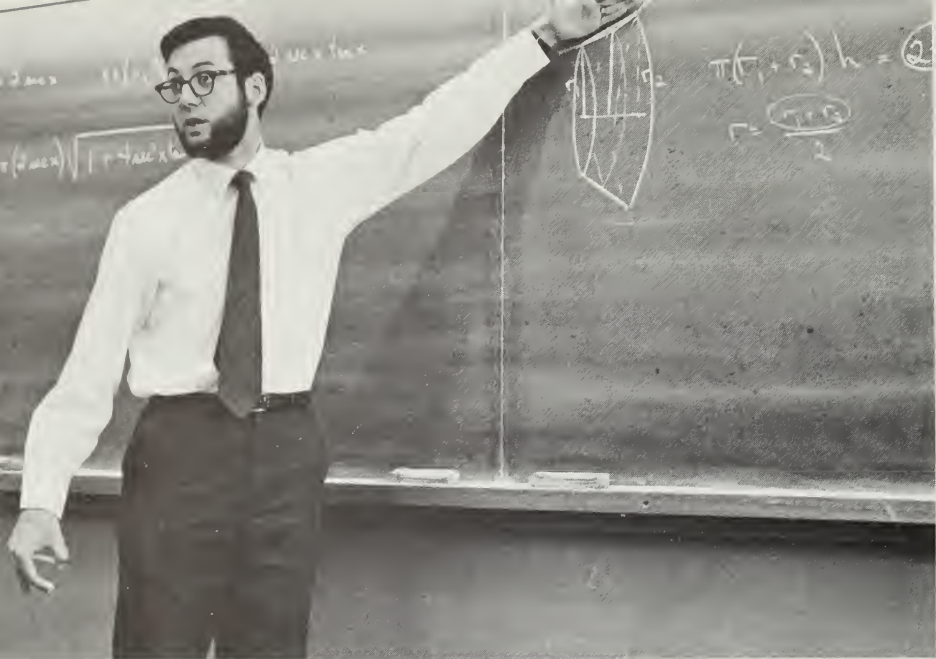
The Preliminary Athletic Training Program

To make certain that each student has a chance to succeed in his physical education, a basic evaluation test is administered to all new boys. Those who show a need for supplementary help are given training in running, weight lifting, agility and body control drills, and other exercises correlated with the basic movements of sport.

Search and Rescue

Every term Search and Rescue offers an alternative to team sports through an exciting program of physical activities patterned after the Outward Bound curriculum. The program offers camping, winter mountaineering, snowshoeing, canoeing, rock climbing, cycling, and numerous other outdoor group experiences. A weekend expedition schedule is complemented by a daily program of skills training, group problem solving, and short trips.





COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in religion, and four or five additional courses. Placement in the "year" of a subject may be independent of a boy's grade in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level courses or other elective opportunities. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well prepared students opportunity to progress at a rate commensurate

with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the



earliest possible date with the entrance requirements of the colleges which they may wish to enter.

An additional description of the curriculum, "Planning a Program of Studies at Andover," is sent to parents of entering students and is available to others upon request.

Descriptions of all courses appear in the section following this one.

Special Courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Juniors in Latin and to the two upper classes in German, French, Greek, Russian, Spanish, and Italian.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in Latin and the modern foreign languages, designed to cover four year's work in three or five years' work in four; and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

The Trimester Plan

Beginning in 1970-71, the school year is divided into three equal terms, or trimesters, in order to provide for the introduction of new term-contained courses, some of which are given in more than one term. The purpose is to provide greater variety within the curriculum and greater opportunity for the substitution of independent work or off-campus projects for regular courses during a term. For the present, the chief beneficiaries will be upper classmen; but, as the new curriculum develops, there should be greater variety of choice for the two lower classes as well as greater opportunity to vary, according to the student's ability, the pace at which the basic requirements of the diploma are fulfilled.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake independent work under the supervision of a member of the faculty in place of some portion of the course work normally required. Opportunities, which vary according to the extent to which a student has fulfilled diploma requirements, range from a project in place of a course in any or all terms to the substitution during either the winter or spring terms of an extensive project carried on during a term away from school or while a student remains at school to carry one or more necessary courses.

Off-Campus Programs and Projects

Off-campus programs are becoming increasingly important as schools recognize that many students wish to gain a practical understanding of the problems of contemporary life and to contribute as much as they are able to their solution. Andover believes that well-conceived programs can demonstrate the need for knowledge and skills and stimulate the desire to learn. Where possible, it attempts to relate practical experience to the concerns of the classroom.

The Community Service Program, carried on in the nearby cities and towns of the Lowell-Greater Lawrence area, has in recent years involved well over one hundred boys from Phillips and numerous girls from Abbot Academy in voluntary, free-time work in hospitals, schools, and youth guidance and recreation centers.

The school also offers several off-campus residential programs. School Year Abroad, jointly sponsored by Andover, Exeter, and St. Paul's School, gives upper classmen the opportunity to study for a year in France, Germany, or Spain in a program managed by the sponsoring schools. The Washington Intern Program, in which Andover joins with Exeter, has allowed a group of Upper Middlers to spend the spring term living together in Washington and working in the offices of U.S. Senators and Congressmen. After several years' experience with a summer residential work-study program in Boston's South End, in the winter term of 1971 the school expects to send one group of students to a similar

program in Boston and another to a work-study program in Mexico, both in connection with the Man and Society course.

In addition to school-sponsored group programs, the trimester program will provide opportunity for individual Seniors to arrange off-campus projects related to their special interests. Looking toward these greater opportunities, Seniors of the class of 1970 are testing the possibilities of internships with members of the Massachusetts legislature and work with community service agencies in Boston. The school is also prepared to make provision for students who may be able to work out apprenticeships in schools, studios, laboratories, or research organizations, in the home community or within reach of Andover. Development of such projects depends upon individual initiative in the investigation of opportunities and careful planning of a course of study that will meet diploma requirements yet free a block of time during the appropriate term.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office welcomes inquiries concerning specific requirements for such boys. Since Phillips Academy has begun to reorganize its curriculum on a trimester basis, so that in some subjects term-contained courses take the place of year-long ones, requirements are expressed in years or trimesters, as applicable. To gain the diploma, Seniors must pass all their courses whether or not they are in excess of diploma requirements.

Major (full) courses

English	2 years plus five trimesters
Mathematics	3 years
Foreign languages	3 years*
History, normally American	1 year
Laboratory science	1 year
Elective courses	9 trimesters

* In modern languages third-year competence may be established as early as the end of the seventh trimester.

Minor (half) courses

- *History 10 in the Junior year (9th grade)
- *Science 10 or 11 in the Junior year (9th grade)
- Religion in the Lower Middle year (10th grade) or Upper Middle year (11th grade)
- Art or Music in the year Religion is not taken.

THE NORMAL FOUR-YEAR PROGRAM

(for boys entering without credit for courses at the secondary school level)

Junior Year (9th grade)

The Junior has three options:

- | | | |
|----|---|--|
| a. | English 10
Mathematics 10
Foreign Language 10
History 10 (minor course)
Science 10 or 11 (minor course) | <i>Lower Middle Year</i>
<i>(10th grade)</i>
English 20
Mathematics 20
Foreign Language 20
†Elective major course
Minor course (Art, Religion, or Music) |
| b. | English 10
Mathematics 10
Foreign Language 10
2nd Foreign Language 10 | <i>Upper Middle Year</i>
<i>(11th grade)</i>
English 30
Mathematics 30
Foreign Language 30
†Elective major course
Minor course (Art, Religion, or Music) |
| c. | Perception & Expression
(see p. 46)
Mathematics 10
Foreign Language 10
History 10 or Science 10 or 11 | |

Senior Year (12th grade)

English 40 } See Description of Courses for alternatives and their
 History 40 } prerequisites.

†Elective major course

†Elective major course or its equivalent in minor courses or supervised independent work.

* Junior year programs a and b (above) show alternatives to these requirements.

† Under the trimester program, elective majors may be year-long courses or combinations of trimester courses. One elective major in one of the three upper years must be a laboratory science. If a second foreign language is begun in the Junior or Lower Middle year, the elective in the following year must be the second year of that language.

ELECTIVE COURSES

For prerequisites and limitations, see "Description of Courses."

Full year major courses

English 41 Creative Writing	German 10, 20, 30, 40, 50
English 42 American Masters	Spanish 10, 20, 30, 40, 50
English 43 Writers in Depth	Russian 10, 20, 30, 40
English 44 The Negro and American Literature	Italian 10-20 (not offered 1970- 71)
English 45 Novel and Drama Seminar	Biology
English 46 Comparative Humanities	Basic Concepts of Science
English 47 Modern Poetry	Chemistry
English 48 Fantasy in Literature	Physics
English 49 Shakespeare Seminar	Science Honors
Art of the Film	Mathematics 40, 41, 42, 43, 50, 55
Contemporary Communications	History 20, 30 U.S., 31 European
Man and Society	History 41 Ancient
Greek, 10, 20, 30, 40	History 42 Asian
Latin 10, 20, 30, 40, 50	History 43 European
French 10, 11, 21, 22, 30, 40, 41, 42, 50, 52	Art History
	Art Major
	Music Major

Term-contained major courses

English 30C, 40C	Electronics (T)
History 44(T) Modern Russia, 46(T) Research Topics	Geology (T)
Mathematics 41(A,B,&C), 42(A,B,&C), 43(A,B,&C), 46(A&B), 47(T)	Psychology (T)
Biology S (T ₂)	French 40(T), 50(T), 51(T)
Chemistry S (T ₂)	German 40(T), 50(T)
Physics S (T ₂)	Spanish 40(T), 50(T)
Animal Behavior (T)	Russian 40(T)
Ecology (T)	Soviet Literature in Translation(T)
	Music Theory (A,B,&C)
	Great Symphonies (T)
	Religion 40(A,B,&C)

Full year minor courses

Anthropology	Film-making
Art (Visual Studies)	Multi-media Workshop
Advanced Studio Art	Painting and Graphics (Abbot Academy)
Architecture	Photography
Art History Projects	Sculpture
Ceramics (Abbot Academy)	

Classics

Greek T

Latin H

Latin S

English

Public Speaking

History

45 Politics of International
Relations

47 Introduction to East Asia

48 Introduction to South Asia

Mathematics

Computer

Mechanical Drawing

Navigation

Probability

Music

Introduction to Music

Chorus

A Capella Choir

Orchestra

Concert Band

Instrumental lessons

Instrumentation, Orchestration,
and Conducting

Religion

Religion E

Religion L

Religion P

GRADES AND REPORTS

Course grades are sent to parents at the end of each of the three terms. Based on both daily work and examinations, they are recorded, in whole integers only, on the following scale:

6 — outstanding

5 — superior

4 — good

3 — satisfactory

2 — minimum pass

1 — failure

0 — low failure

The student's housemaster writes a general report to the parents at least twice a year.





DESCRIPTION OF COURSES

Symbols used in designations of courses:

(M)—a year long minor (half) course.

(T)—a term-contained major course.

(T₂)—a two-term major course.

A, B, & C designate term units of major courses.

ART

The courses in art are planned to develop the visual perceptions of all students. The basic course, Visual Studies, is normally taken in the Upper Middle year and is a prerequisite to further elective courses in art. Occasional reading assignments, illustrated lectures, films, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

VISUAL STUDIES (M). Four unprepared class periods. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Along with illustrated lectures and discussion of

design problems, the student receives experience in photography, two-dimensional design, and three-dimensional construction. Previous experience in art is not required.

ADVANCED STUDIO (M). Four unprepared class periods. Meeting four periods a week in the studio, the student is given a chance to pursue interests he may have developed in Visual Studies or elsewhere, in the categories described below. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Visual Studies is a prerequisite.

- a. *Architecture*: An exploration of possible approaches to the design of our physical environment, with the intention of relating analysis of function and structure to the need for expressive order and scale. There is a chance for the student to combine practical interests with an aesthetic and technical discipline. The course requires the student to take the initiative in solving assigned problems.
- b. *Art History Projects*: Outside work consists of research and the preparation of slide-tapes on topics relating to art history; class time consists of the screening and evaluation of professional and student work of similar nature. This course may be combined with any one of the other advanced studio courses to constitute an art major.
- c. *Ceramics*: Abbot Academy. The course provides instruction in handbuilding, wheel throwing, glaze making, loading and firing of the kiln. Emphasis is on creative expression.
- d. *Film-Making*: Introduction to writing, shooting, and editing motion pictures. Initially students learn the basic techniques of film continuity and structure by producing two or three very short films. After a thorough grounding, more advanced cinematic procedures, including sound track construction, are incorporated by the students into one or two longer and more complex films.
The student may also elect to work entirely in animation. As a form of cinema, animation offers varied possibilities. In addition to the generally experienced drawn animation, it is possible to work with still photographs, collage techniques, clay, and other movable objects, and projected light effects or special lenses. Using 16mm film and magnetic sound-strips, the course examines the possibilities and allows in-depth experiences of the student's choice.
- e. *Multi-media Workshop*: Changing attitudes toward the traditional art disciplines have resulted in new art forms that are difficult to categorize. To meet the demand for projects that are not

painting, sculpture, and architecture or that utilize and combine aspect of those arts, a multi-media workshop is offered. Operating as an adjunct to *Painting and Graphics*, the workshop permits students to explore conceptual art, process art, happenings, environmental sculpture, concrete poetry, audio mixing, photography and/or cinema as sculptural components. Concentrating on the studio approach, the workshop also includes lectures on and discussions of recent art history and aesthetic theory.

- f. *Painting & Graphics*: Abbot Academy. An introduction to the basic concepts and techniques of painting in oil, water, and plastic emulsion paints, and an exploration of relief (woodcut, linoleum, etc.) and intaglio (drypoint, etching, etc.) printmaking processes. Students may then propose, develop, and carry out two-dimensional projects in the medium of their choice with individual criticism and instruction by a practicing painter and printmaker.
- g. *Photography*: Taking Visual Studies as a base, the advanced students work with the idea of photography as a visual language. Using this language, the student learns to make statements about himself as an individual in his environment. Advanced techniques are used to make such statements strong and personal.



h. Sculpture: Offers an opportunity to work in practically every material available to the sculptor today, such as, wood, stone, metal, plastics, plaster, and others. It is therefore possible for the student to develop into sculpture, concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed.

ART HISTORY SEMINAR. Abbot Academy. Four prepared class periods. Art history is used as a vehicle for studying the significance of contemporary art, with particular attention to its social implications. Visual Studies is not a prerequisite.

ART OF THE FILM (see Interdisciplinary Courses at end of "Description of Courses").

CONTEMPORARY COMMUNICATIONS (see Interdisciplinary Courses).

PHOTOGRAPHIC PROJECT 1 (T). Phillips Academy. A non-credit course. The work is equivalent to that of a course having two prepared class periods a week. The course is a seminar for students interested in doing some project of their own design. It consists of sessions of criticism, work on specialized techniques as necessary, and has two goals: development of the student's powers of perception through his project work, and development of an awareness of various photographic styles through study of the work of other photographers. Open to those who show evidence of serious interest and have specific projects in mind. It is offered one or more terms a year, depending on demand.

PHOTOGRAPHIC PROJECT 2 (T). Abbot Academy. A non-credit course. The work is equivalent to that of a course having two prepared class periods a week. The course consists of learning to use the camera with compassion for people, both close friends and strangers, in rural and urban environment. Emphasis is on the photographic essay, developing one's personal approach to people, and pursuing the highest standards of photographic quality. Students are expected to participate in frequent field trips. The course is offered as a separate unit in each of the three terms. A student may sign up for one term. He may continue for the following term or terms with permission of the instructor.

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year sequence in Greek and a five-year sequence in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to

take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 10. Five prepared class periods. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 10-20. Five prepared class periods. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 10 and Greek 20. The texts are Chase and Phillips' *A New Introduction to Greek*; Xenophon's *Anabasis*, ed. Mather and Hewitt (University of Oklahoma Press).

GREEK 20. Five prepared class periods. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito*, ed. Dyer and Seymour (Ginn & Co.).

GREEK 30. Four prepared class periods. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability Benner's *Selections from Homer's "Iliad"* (Appleton); Homer's *Odyssey, I-XII*, ed. Stanford (St. Martin's Press); and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

GREEK 40. Four prepared class periods. The fall term is devoted to selections from Herodotus, Hippocrates, Thucydides, and Plato; the winter to a play of Sophocles; the spring to selections from the Greek lyric poets.

GREEK T (M). Two prepared class periods. A senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition*.

Latin

LATIN 10. Five prepared class periods. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin*, by Alston H. Chase, (Independent School Press).

LATIN 10-20. Five prepared class periods. Boys who are not ready for Latin 20, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 10-20 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 10 and 20.

LATIN 20. Five prepared class periods. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. Students in their first year at Andover may be placed in a special section, depending on the results of the placement examination. The texts are *An Intermediate Latin Reader*, by William J. Buehner, (Independent School Press) and John Colby's *Review Latin Grammar*.

LATIN 30. Four prepared class periods. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Gillingham and Barrett's *Latin: Our Living Heritage, Book III* (Charles E. Merrill Books).

Students who have done high honor work in Latin 20 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin. Students in their first year at Andover are placed in a special section, meeting 5 hours per week.

LATIN 40. Four prepared class periods. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry

and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H (M). Two prepared class periods. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 30.

LATIN S (M). Two prepared class periods. This course, less demanding than Latin H, is designed for boys who have completed Latin 30 and desire to keep in contact with the language through a minor course. The reading will be drawn mainly from the poetry of Ovid. The basic text is Gillingham-Baade, *An Ovid Reader*, Merrill.

LATIN 50. Five prepared class periods. Open to students who have passed Latin 40 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals*.

ACCELERATED COURSES. At the end of the first term of Latin 10, students of high ability are offered the opportunity to join an accelerated section, Latin 10X. They continue in Latin 20X, and proceed in their third year into Latin 40, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 20X obtain credit for only two years of Latin.

LATIN AND GREEK COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

Courses at all levels include frequent practice in composition, close reading, sustained attention to problems of syntax and rhetoric, and collateral reading. Although the emphasis in composition is on exposition in its various forms, the Department encourages the writing of story, poem, and essay; and it sponsors a series of prize competitions to stimulate interest in original writing.

English 10 and English 20 are full-year courses. In his Upper Middle and Senior years a student is required to take five terms of English. Normally he is required to take three terms of English 30.



In the spring of the Upper Middle year, he may take a qualifying examination, which if successfully completed makes him eligible for specialized English courses (41 through 49) in his Senior Year and for certain interdisciplinary courses. Otherwise he takes English 40 A and B, and may elect 40 C.

ENGLISH 10. Five prepared class periods. Both in literature and composition, the course concentrates on narration and description. Frequently the writing assignments correspond with the literature under study—for example, the writing of fables along with the study of Aesop. Although the course does not use a grammar text, it does include discussion of grammatical problems arising from student papers as well as a study of language growth, word formation, and etymology. Representative texts: *Short Stories II*, Shedd; *Huckleberry Finn*, Twain; *Journey of Poems*, Miebling; *Narrative Poems*, Untermeyer; *The Tempest*, Shakespeare; *Lord of the Flies*, Golding; *Aesop's Fables*.

LANGUAGE. Four prepared class periods. Open to Juniors and Lower Middlers. A course for those who because of previous training might be expected to encounter difficulties in language study, English and foreign. Emphasis is on transformational and generative grammar in an attempt to close the gap between the natural spoken word and the artificiality of the written word.

ENGLISH 20. Four prepared class periods. The course concentrates on expository writing and on the acquisition of a critical and analytical vocabulary to be used in the study of the novel, biography, drama, poetry, and the essay. All sections study the structure of the English sentence.

Representative texts: *Composition of the Essay*, by Hyde & Brown; *Studies in Biography*; *Henry IV (Part I)*; *Richard II*; *The Face of a Hero*, Boule.

ENGLISH 30 A AND 30 B. Four prepared class periods. English 30 A is given in the Fall Term, 30 B in the Winter. The equivalent of ten periods is spent in both English 30 A and English 30 B considering principles of composition. English 30 A studies three units in literature: a Shakespeare play not reserved for English 40; Pope or Swift or Fielding; Romantic Poetry. English 30 B studies these three units: Ibsen or Shaw or Chekov; Hardy or Conrad; 20th Century Fiction.

ENGLISH 30 C. Four prepared class periods. Spring Term. Teachers of English 30 devise specialized courses of study. In so far as the schedule and numbers permit, students may choose courses that meet their interests and needs.

ENGLISH 40 A AND 40 B. Four prepared class periods. English 40 A is given in the Fall Term; English 40 B is offered in both the Winter and Spring Terms. The equivalent of ten periods is spent in both

English 40 A and English 40 B considering principles of composition. English 40 A studies the Prologue and other selections from *The Canterbury Tales*; a tragedy of Shakespeare—*Hamlet* or *King Lear* or *Antony and Cleopatra*; Metaphysical Poetry. English 40 B studies Hawthorne or Melville or Faulkner; Wilder or Miller or Williams; 20th Century Poetry.

ENGLISH 40 C. Four prepared class periods. Winter and Spring Terms. A number of elective, term-contained courses of a specialized nature open to those in English 40. They will study such subjects as John Fowles, the Development of a Novelist; Introduction to Satire; Theatre of the Absurd; African Literature—Contemporary Poetry, Drama, and Fiction.

Specialized Fourth-Year Courses

For those qualified either by examination or by virtue of completing English 40 the following courses are offered. Only those having a sufficient enrollment will be given.

ENGLISH 41. CREATIVE WRITING. Four prepared class periods. A course in which the student writes frequently, following prescribed forms. He also submits a finished and extended work at the end of each term. The course also includes study assignments in contemporary literature to provide stimulus and models for student writing.

ENGLISH 42. AMERICAN MASTERS. Four prepared class periods. A study of the novel and the drama in America during the period 1900 to 1939. Representative authors: Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Dos Passos, West, Wolfe, O'Neill, Wilder, Odets, Rice, and Anderson.

ENGLISH 43. WRITERS IN DEPTH. Four prepared class periods. A study of the work of several authors in its entirety, related to biographical and critical material. The authors are chosen by the class and the instructor.

ENGLISH 44. THE NEGRO AND AMERICAN LITERATURE. Four prepared class periods. Primarily a study of Negro writers. Representative authors: Toomer, Hughes, Wright, Ellison, Baldwin, Malcolm X., DuBois, Cleaver. The course also considers the way the Negro has been pictured in American literature as in such works as *Huckleberry Finn* and *The Revolution of Nat Turner*.

ENGLISH 45. NOVEL AND DRAMA SEMINAR. Four prepared class periods. Most of the course is concerned with major works of modern literature, principally the works of James, Mann, Faulkner, Camus, Nabokov, O'Neill, Eliot, Brecht, Albee and Pinter. The student has the opportunity to study the "world" of each writer and to compare

with that of the others. In order that he may have a basis of comparison with the writers of the past, he also studies Dostoyevsky's *The Brothers Karamazov* and Shakespeare's *King Lear*. Class periods are devoted to seminar discussions, exercises in logic and argumentation, dramatic readings, drama games, and critiques of student analytical and creative work.

ENGLISH 46. COMPARATIVE HUMANITIES. Four prepared class periods. The course explores some of the basic principles of artistic expression in literature, music, photography, cartoons, and painting. Some of the areas of comparison and contrast are metaphor, artistic purpose, objectivity, quality of humor, and theme-and-variations. Plays are studied in relation to their film versions and stage performances. Poetry is read in relation to painting and music.

ENGLISH 47. MODERN POETRY. Four prepared class periods. A chronological and sociological approach starting with Hopkins, Yeats, and Eliot.

ENGLISH 48. FANTASY IN LITERATURE. Four prepared class periods. The evolution of fantasy in literature from its origin in early myths to its prominence in contemporary literature.

ENGLISH 49. SHAKESPEARE SEMINAR. Four prepared class periods. Plays supplemented by biography and criticism, using recordings, film, tapes, and slidetapes.

ART OF THE FILM (see Interdisciplinary Courses at end of Description of Courses).

CONTEMPORARY COMMUNICATIONS (see Interdisciplinary Courses).

HISTORY

The courses in history are based on the conviction that a knowledge of the past—not only of this country's but of the world's as well—is essential if an individual is to function effectively as a citizen in a modern democracy. The history program is thus designed to introduce the student to the past and to help him relate that past to the present.

The old single-textbook, chronological approach to history has been abandoned in these courses. In its place, the topical approach, readings from a variety of texts and paperbacks, extensive use of audio-visual material, individual reports and course papers, and studies in depth of particular topics have become standard. The old aim of training students to handle historical material with discretion and to write essays containing substantive factual support for general statements remains; but the pedagogical techniques for accomplishing it are constantly under review.

In the first two years the history courses deal with man in various environments—geographical, economic, social, and political. They aim to offer the student opportunities to study and evaluate historical circumstances, significant events, and the contributions of outstanding men. In the Upper Middle year students may elect to begin a two-year history sequence of United States history followed in the Senior year by a choice of one of three major courses in Ancient, Asian, and Modern European history. Or he may, if he prefers, elect a European history course in his Upper Middle year, to be followed by a course in United States history in his Senior year. Minor elective courses are offered in the Senior year in Asian history and in International Affairs.

The essential purpose of each course is to give the students training in the understanding of domestic and international issues that will serve them well as citizens in the future; it is also hoped that for some students the courses may kindle an interest in the study of the past that can be a source of pleasure and profit all their lives.

HISTORY 10. IDEAS IN MOTION. Three prepared class periods. The course is designed to provide Juniors with a stimulating introduction to the study of history, an immediate and panoramic view of man's development and culture. It is neither a narrative nor an interpretive endeavor. Instead, it is a topic approach to man's past, one which assumes that the main lines and substance of history must be known before the complexities can be understood. Six topics are the basis for the study: **PREHISTORY**—man emerges from dim origins to civilized achievement; **GOVERNMENT**—man arrives at several different principles by which he agrees to be governed; **RELIGION**—man receives the wisdom of the great benefactors, the world redeemers; **ECONOMICS**—man learns to make a living under a variety of circumstances; **SCIENCE**—man develops methods and instruments to discover more about the cosmos and the microcosm; and **INTERNATIONAL RELATIONS**—man seeks to find those principles by which nations can change in the world without recourse to war.

In each topic the subject moves from man's early attitudes and achievements to present times. In each, the chief object is to supply the information and atmosphere that elicits the natural response from the student's own experience. The student learns the main lines of a relevant aspect of history without detachment from his own interest and knowledge.

The course is approached through reading assignments, an extensive variety of written exercises, a Socratic exchange in class, and training in essay writing. Films, slides, and displays are used wherever applicable. There is no single text. Each topic has its special sources. Prehistory: Time-Life's *The Epic of Man*; Government: W. S. Davis's *A Day in Old Athens*, S. Gordon's *Our Parliament*, and D. C. Coyle's *The United States Political System and How It Works*; Religion: Huston Smith's *Religions of Man*; Economics: four volumes



from the Great Ages of Man series: *The Age of Faith*, *The Reformation*, *Age of Enlightenment*, and *Age of Progress* and Roger Burlingame's *Machines That Built America*; Science: Herbert Butterfield, et al, *A Short History of Science*; and International Relations: D. C. Somervell's *Modern Europe, 1871-1950*.

HISTORY 20. GREAT MEN AND ISSUES. Four prepared class periods. For Lower Middlers. The course is designed to introduce students to the serious study of history. This is achieved by the study of a number of men and the issues with which they were concerned. In each unit the background is studied, using a variety of texts, readings, documents, implemented by lectures and audio-visual presentations. The man is then studied in a biography.

Although each unit is taken in chronological order the course itself is not one of narrative history. Rather it attempts to demonstrate the various forms of historical study: political, economic, social, artistic, each illustrated in the life of the man studied. In each unit students are encouraged to seek out the relevance of the man and the issue to present day life and to apply, where possible, their own experience as comparison.

The Fall and Winter terms follow a set pattern of study, but in the Spring term students are given time to investigate a small area of history on their own and to present their work in a paper or in an audio-visual form. The course then turns to a study in some depth of one or more issues of current importance.

During the course students are constantly directed to the historical relationships of time-place; cause-effect; means-ends and to the discipline of the proper use of evidence. Students are taught the arts of note-taking and of historical writing. Special emphasis is placed on the writing of clearly defined arguments in readable form. In class the students are helped to develop skills in verbal explanation. In his expression the student is instructed how to distinguish between relevant and irrelevant data, to use sufficient and accurate evidence for proof and to make effective, concise generalizations.

Texts: Brinton, Christopher and Wolff, *A History of Civilization* (Prentice Hall); *Age of Exploration, Renaissance, Enlightenment* (Time-Life Books). Supplementary Books: S. Morison, *Christopher Columbus, Mariner* (Mentor Books); R. Coughlan, *The World of Michelangelo* (Time-Life Books); Machiavelli, *The Prince* (Mentor); M. Ashley, *Cromwell* (Spectrum); J. M. Thompson, *Robespierre and the French Revolution* (Collier Books); A. Moorehead, *The Fatal Impact* (Harper and Row); J. Simmons, *Livingstone and Africa* (Collier), and others.

HISTORY 30. THE UNITED STATES. Four prepared class periods. For Upper Middlers. The course is the first of a two-year sequence designed for boys who wish to take major courses in history in their Upper Middle and Senior years. After completion of History 30, students have a choice, as Seniors, among several major electives, such as European, Asian, and Ancient History.

The course is based on a series of paperbacks that provide material for a broad survey of United States History from 1763 to the present. Representative titles are Edmund Morgan's *Birth of the Republic*, Charles M. Wiltse's *The New Nation*, Roy F. Nichols's *The Stakes of Power*, William E. Leuchtenberg's *The Perils of Prosperity*, Denis W. Brogan's *The New Deal*, and Eric Goldman's *The Crucial Decade*. Students also read one biography a term. At certain points throughout the year, the study of a particular aspect of American History is conducted in depth. Class discussion of the reading is supplemented by occasional lectures and panel discussions.

HISTORY 31. MODERN EUROPE. Four prepared class periods. For Upper Middlers. The course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues. The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise

of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thomson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A History* (Prentice-Hall). Supplementary readings: L. B. Packard, *The Age of Louis XIV* (Holt); J. H. Plumb, *England in the Eighteenth Century* (Pelican); G. LeFebvre, *The Coming of the French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster); H. Holborn, *The Political Collapse of Europe*; E. H. Harbison, *The Age of Reformation* (Cornell); Voltaire, *Candide* (Bantam); R. L. Heilbroner, *The Future as History* (Prentice-Hall). Readings and documents in European History are edited and supplied to the students by members of the department.

HISTORY 40. THE UNITED STATES. Five prepared class periods. For Seniors. The course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. A basic requirement of the course is the writing of a research paper.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic*; Randall, *The Civil War and Reconstruction*; Hacker and Kendrick, *The United States Since 1865*; Mitchell and Mitchell, *American Economic History*; Malone and Rauch, *Empire for Liberty*; Blum, *The National Experience*.

Source Books: Commager, *Documents of American History*; Bartlett, *The Record of American Diplomacy*.

Special Histories cited frequently: Bailey, *A Diplomatic History of the American People*; Bemis, *A Diplomatic History of the United States*; Kelly and Harbison, *The American Constitution*; Swisher, *American Constitutional Development*; Pratt, *History of United States Foreign Policy*; Nettels, *The Roots of American Civilization*; Agar, *The Price of Power*; Allis, *Government Through Opposition*; Brogan, *Era of Franklin D. Roosevelt*; Faulkner, *From Versailles to the New Deal*; Frederick, *Slavery and the Breakdown of the American Consensus*; Ganley, *The Progressive Movement*; James, *The Supreme Court in American Life*; Lippmann, *U. S. Foreign Policy*; Lyons, *Idealism & Realism in Wilson's Peace Program*, *Presidential Power in the New Deal*; Van Deusen, *The Jacksonian Era*; Winks, *The Cold War*; Degler, *Out of the Past*.

Special historical works cited at appropriate places in the syllabus: The Turner and Dunning volumes of the older *American Nation Series*; Miller, *The Origins of the American Revolution*; Corwin, *John Marshall and the Constitution*; Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt*; Allen, *Lords of Creation*; Corwin, *The Constitution and What It means Today*; Mason & Leach, *In Quest of Freedom*; R. Hofstadter, *American Political Tradition*.

HISTORY 41. ANCIENT HISTORY. Four prepared class periods. For Seniors. The course is concerned with Greek and Roman History from the Minoan Period to the fall of Rome in 476 A.D. Primary emphasis is placed upon the sources of modern cultural and political institutions in the Ancient World and upon those problems which the



oldest democracies had in common with those of our own time. Whenever feasible, the reading is drawn from ancient sources in English translations.

Texts and reference works:

General: Bury, *A History of Greece*; Tenney Frank, *A History of Rome*; Greenidge, *A Handbook of Greek Constitutional History*; Grote, *History of Greece*; Zimmern, *The Greek Commonwealth*; Heitland, *The Roman Republic*; Gibbon, *The Decline and Fall of the Roman Empire*; Syme, *The Roman Revolution*; *Cambridge Ancient History*, Vols. IV-VIII.

Ancient Sources: (Any standard modern translation may be used except those of Rouse) Aeschylus, Aristophanes, Aristotle, Demosthenes, Euripides, Herodotus, Homer, Isocrates, Plato, Plutarch, Polybius, Solon, Sophocles, Thucydides, Xenophon, Greek Lyric Poets, Caesar, Cato, Cicero, Horace, Livy, Sallust, Suetonius, Tacitus.

HISTORY 42. INTRODUCTION TO ASIAN CIVILIZATIONS. Four prepared class periods. History 47(M) and History 48(M) may be combined to form History 42.

HISTORY 43. MODERN EUROPE: AN INQUIRY INTO CONTINUING ISSUES. Four prepared class periods. For Seniors. The course, while treating essentially Modern European History, is not designed as a standard survey; rather it is an effort to convince students that an essential task of the historian is to confront live issues. As suggested in Tierney, Kagan, and Williams's *Great Issues in Western Civilization*, "The issues are alive because they come out of the tensions that men have to face in every generation—tensions between freedom and authority, between reason and faith, between human free will and all the impersonal circumstances that help to shape our lives."

Among the episodes and resultant issues to be studied and discussed are the 17th century struggle between Crown and Parliament, French Absolutism, the Age of Science and Reason, the Origins of the French Revolution, the Industrial Revolution, Nationalism, Socialism, Imperialism, Origins of World War I, Russian Revolution, Nazi Germany, the Cold War, World Communism and the Sino-Soviet Split.

As suggested above, Tierney, *et al*, *Great Issues in Western Civilization* serves as a major source and guide. Additional text and paper-back readings are assigned.

HISTORY 44(T). MODERN RUSSIA. Four prepared class periods. Spring Term. After an initial examination of Russia's medieval and early modern background, this course will focus attention on the past hundred years of Russian history, with a careful study of the revolutionary changes that have transformed that country internally and created one of the great powers of the contemporary world. Although the general orientation will be chronological, the

course will focus on specific topics of particular significance: the tension between East and West; the revolutionary spirit; Lenin and the Bolshevik Party; the Stalinist totalitarian system; Soviet foreign policy; the contemporary Russian mind. Emphasis will be placed on political affairs, and especially the Revolution of 1917 and after, but considerable attention will also be given to economic, social and cultural matters. Reading will be from a wide variety of sources, primary and secondary, and will include works of fiction. Visual materials, principally films, will also be used.

HISTORY 45(M). POLITICS OF INTERNATIONAL RELATIONS. Two prepared class periods. An elective course for Seniors that satisfies the requirement for the second year of the history sequence when it is combined with independent work under the direction of the instructor. Enrollment for this combination is limited. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings are selected from Overstreet, *What We Must Know About Communism*; Benton, *The Voice of Latin America*; White, *Thunder Out of China*; Harrison Salisbury, *Russia*; Tad Szulc, *Latin America*; Tannenbaum, *Ten Keys to Latin America*; Durdin, *Southeast Asia*; Galbraith, *The Affluent Society*; Report of the National Advisory Committee on Civil Disorders; Heilbroner, *The Great Ascent*; Boulding, *Meaning of the Twentieth Century*; Fortas, *Concerning Dissent and Civil Disobedience*; *The Middle East: Africa*.

HISTORY 46(T). TOPICS IN THE HISTORY OF PHILLIPS ACADEMY. Four prepared class periods or the equivalent. Winter and Spring Terms. Involving work in the Phillips Academy Archives on some aspect of the history of the school, the course introduces the student to the problems of working with the raw materials of history.

HISTORY 47(M). INTRODUCTION TO EAST ASIA. Two prepared class periods. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce American students to Asia through study and critical examination of the histories of China and Japan. While the approach is essentially historical, considerable emphasis is placed upon East Asia's anthropology, philosophy, religion, literature and art. Topics covered include East Asia: The Setting and Geographical Beginnings, Thought and Religion. The Social Fabric, The Political

Tradition, The Alien Impact, China in Revolution: First Phase, The Modernization of Japan, China in Revolution: Second Phase, New Order in Eastern Asia, China in Revolution: Third Phase.

The course consists of readings, lectures, audio-visual materials, map exercises, and work projects. Textual and supplementary readings are taken from such works as Fairbank, J. K., *The United States and China*; Reischauer, E. O., *Japan's Past and Present*; Michael and Taylor, *A History of the Far East in Modern Times*; M. C. Yang, *Chinese Village*; Tsao, *Dream of the Red Chamber*; Snow, *Red Star Over China*.

HISTORY 48(M). INTRODUCTION TO SOUTH ASIA. Two prepared class periods. Open to Upper Middlers and Seniors. The purpose of the course is to introduce American students to Asia, through study and critical examination of the histories of India and Pakistan. The approach is essentially historical, but considerable emphasis is placed upon the area's anthropology, philosophy, religion, literature and art. Topics covered include India and Pakistan: Setting and Early Culture. Thought and Religion Prior to the Coming of Islam, the Nature of Indian Society, Patterns of Pre-Mughal History, The Mughal Empire, The British in India, Modern India and Pakistan.

The course consists of readings, lectures, audio-visual materials, map exercises and work projects. Textual and supplementary readings are taken from such works as Spear, P., *India: A Modern History*; Brown, W. N., *The United States and India and Pakistan*; Nehru, J., *The Discovery of India*; Forster, E. M., *A Passage to India*; deBary, W. T., *et al*, *Sources of the Indian Tradition*; Markandaya, K., *Nectar in a Sieve*.

MATHEMATICS

The courses in mathematics have several purposes. The student at each level should acquire an appreciation of the structure and the aesthetic quality of mathematics. He should understand and be able to use mathematical methods of thought. He should grasp the possibility of constructing mathematical models for a great variety of real situations and problems. He should have experience in making such models in several different circumstances and in using them to study situations and perhaps to solve problems. He should acquire a command of the appropriate technical skills necessary for higher courses in school and college.

In order to accomplish these purposes, the Mathematics Department attempts to give the student an idea of the way in which mathematical ideas grow through repeated abstraction and generalization from physical phenomena. In every course, problem work helps make concrete the abstract ideas of mathematics.

The Department believes that the mathematical ideas, methods, and skills important for every educated citizen should be taught in each of the three years of mathematics required for graduation. In the past, a year of geometry has been preceded and followed by a year of algebra. But the increasing importance of such older, and so far neglected, fields of mathematics as statistics and probability and such newer fields as computer analysis and linear programming requires that an effort be made to include them in every student's mathematics program. In order to do so, the Mathematics Department is preparing a new series of courses designed to integrate various aspects of mathematics in each of the first three years. The first of the series is Mathematics 15, offered in 1970-71 for Juniors. Others will be added in succeeding years.

Many students want to go beyond the required courses, and for them a number of options are available, including both full-year courses and a number of self-contained one- and two-term courses for students who do not wish to take a full additional year of mathematics. The possible sequences and the prerequisites of these courses should be carefully noted, particularly by those students who are involved in terms away from Andover or who wish to take term courses in other subjects.

Courses for the First Three Years

MATHEMATICS 10. Five prepared periods. First year algebra. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Prerequisite: A good grasp of arithmetical skills and ideas; many students who have had no more than a short introduction to algebra in the eighth grade find this the best introduction to mathematics at Phillips Academy.

MATHEMATICS 15. Five prepared periods. This is the first course in the new unified sequence. It will combine elementary aspects of algebra, geometry, logic, statistics, and computer programming. Prerequisite: Elementary algebra for approximately half a year in the eighth grade.

MATHEMATICS 20. Four prepared periods. Geometry. The course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, some of the natural extensions to solid geometry are made. Methods of proof as well as geometrical facts and concepts are studied. Prerequisite: Mathematics 10 or its equivalent.

MATHEMATICS 21. Five prepared periods. Algebra and geometry. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but who have not covered well enough such topics as inequalities, the postulates and elementary

structure of algebra, and number systems to be fully ready for Mathematics 20. After a special review of such phases of algebra, the course undertakes the regular work of Mathematics 20, completing it by the end of the year.

MATHEMATICS 25. Four prepared periods. The second course in the new unified sequence. In 1970-71 it will be an experimental course building on the work done in 1969-70 in the old course, Mathematics 11.

MATHEMATICS 30. Five prepared periods. Algebra, trigonometry and elementary functions. The course continues the work in the algebra of real numbers begun in Mathematics 10. It extends and develops the ideas of structure and the methods of proof met in Mathematics 20. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and circular. It includes analytical and some numerical trigonometry. Prerequisites: Mathematics 20 or its equivalent.

MATHEMATICS 31. Five prepared periods. A course in geometry for entering students who have had two years of algebra. The course also strengthens the student's background in algebraic analysis and in trigonometry to correspond with Mathematics 30. Prerequisite: Two years of high school algebra.

Senior Full-Year Courses

MATHEMATICS 40. Five prepared periods. Elementary calculus and analytic geometry. The course covers at least the syllabus for the AB Advanced Placement Examination of the College Entrance Examination Board. Prerequisite: Mathematics 30 or its equivalent.

MATHEMATICS 45. Five prepared periods. An honors course in analytic geometry and calculus. It will cover the syllabus of the BC Advanced Placement Examination of the College Entrance Examination Board. Enrollment is limited to able and committed mathematics students. The coverage is more theoretical as well as more extensive than that of Mathematics 40. Prerequisite: Mathematics 30 with a solid honor grade and permission of the department.

MATHEMATICS 50. Four prepared periods. Calculus and other topics. The course will complete preparation for the BC Advanced Placement examination, but it will also include additional topics at the discretion of the instructor. Prerequisite: Mathematics 40.

MATHEMATICS 55. Four prepared periods. A post-calculus course in mathematics for boys with demonstrated ability and interest. Intended primarily for those who will continue their study of mathematics in college with multivariate calculus, it is devoted to proba-

bility and linear algebra augmented by computer programming in the BASIC language. Particular emphasis is laid on the logical structure of proofs. Prerequisite: Mathematics 45.

Term-Contained Courses for Seniors

MATHEMATICS 41A, 41B, 41C. Five prepared periods. A course primarily for entering Upper Middlers and Seniors who have not had trigonometry. The course includes trigonometry and elementary functional analysis in the fall term. 41B and 41C will continue with topics chosen by the instructor in the light of the needs of the class and will prepare boys to take a calculus course in the next year. Most students taking Mathematics 41A should plan to follow it with 41B and 41C in order to get a year's credit in mathematics. However, on the recommendation of the instructor, some students may wish to follow 41A with 43A and 43B or with 46A and 46B. Prerequisite: Three years credit in high school mathematics not including trigonometry. Not open to boys who have had Mathematics 30.

MATHEMATICS 42A, 42B, 42C. Five prepared periods. Analytic geometry, vectors, matrices, sequences and limits. Not open to boys who have had Mathematics 40, 41A, B and C or 45. Each course in the sequence is a prerequisite for the one that follows it. However, some students, with the consent of the instructor, may wish to follow 42A with 43A and 43B or with 46A and 46B. Prerequisite for 42A: Mathematics 30 or its equivalent.

MATHEMATICS 43A, 43B, 43C. Five prepared periods. Probability and statistics. The course will consider probability models, elementary statistical methods and statistical inference. Applications to social and physical sciences. Students will be expected to learn to use the computer to facilitate their work, if they are not already familiar with it. Each course in the sequence is a prerequisite for the one that follows it. 43A will be offered in both fall and winter terms, 43B in both winter and spring terms, 43C in the spring term only. Prerequisite for 43A: Mathematics 30 or its equivalent.

MATHEMATICS 46A, 46B. Five prepared periods. Polynomial calculus. This is *not* an Advanced Placement course. Those who wish to take a full year of calculus should elect either Mathematics 40 or 45. The course will offer an introduction to both the differential and the integral calculus of polynomial functions and the applications of these ideas in many situations. 46A will be offered in the fall and winter terms and 46B in the winter and spring terms. Prerequisite: Mathematics 30 or its equivalent.

MATHEMATICS 47(T). Four prepared periods. Computer programming and the mathematics of elementary computer analysis. This course will be offered each trimester if there is sufficient demand.

Note that a two-hour year-long minor in computer analysis is also offered.

The following diagram will help to make clear the various possibilities made available by the trimester calendar. Students may drop these courses at the end of any term.

Fall	Winter	Spring
41A	41B	41C
41A	43A	43B
41A	46A	46B
42A	42B	42C
42A	43A	43B
42A	46A	46B
43A	43B	43C
43A	46A	46B
43A		43B
46A		46B
46A	46B	
47T	43A	43B
47T	46A	46B
	47T	
		47T

Year-Long Senior Minors

The department offers each year a number of minor courses meeting two prepared periods each week for the whole year. Those given in any year depend on the enrollment of sufficient students.

MATHEMATICS C(M). Computer programming and the mathematics of computer analysis.

MATHEMATICS G(M). Advanced topics in Geometry.

MATHEMATICS P(M). Probability and its applications to elementary statistics.

MECHANICAL DRAWING (M). Four unprepared class periods. A technical drawing course, that includes the use of drawing instruments and the study of geometric constructions, orthographic projection, descriptive geometry, spacial relations, isometric and oblique pictorial projections, developments, assembly and detail engineering drawings. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of special ability are given an opportunity to do more advanced work in a related field of their choice. The text is French and Vierck's *Graphic Science*, supplemented by motion pictures.

NAVIGATION (M). Two prepared class periods. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy*, supplemented by Navy and Coast Guard films.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for college admission. For certain fields of concentration and in certain areas of graduate study, especially for the Ph.D. candidate, specific modern languages are often required.

Students who choose a modern language to satisfy the diploma requirements must show a certain degree of competency in the language of their choice, roughly equivalent to the old-style CEEB third-year level. Such competency may be established by successfully completing nine semesters of study. Able students, upon the recommendation of their teachers, may fulfill the requirement at the end of eight, or even seven trimesters, by passing a special examination set by the department concerned.

French

The French Department offers a five-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and fluency receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day.

Students who demonstrate unusual aptitude for and interest in the language during their first year of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who complete the accelerated sequence may meet the diploma requirement after seven trimesters and move directly into fourth-year courses.

FRENCH 10. Five prepared class periods. First year French for students who have had no previous courses in the language. For the first half-trimester there is no text. Then, Robin & Bergeaud *Le Français par la Méthode Directe* is used. Classes, limited to fifteen students,



meet five times a week. Students are expected to make frequent use of the language laboratory. Listening comprehension and the use of basic patterns of French speech are emphasized. The method is an adaptation of the FLES techniques to older students.

FRENCH 11. Five prepared class periods. First year French for new students who fail to qualify for French 21. The course emphasizes the development of aural-oral skills and prepares for French 21 the following year. Texts: Mauger, *"Cours de Langue et de Civilisation Françaises"* Book I or Pucciani and Hamel *"Langue et Langage"*. Also selected reading material.

FRENCH 10-20. Five prepared class periods. Restricted to Seniors and Upper Middlers, this is an intensive course that covers the work of the first two years of the normal sequence. Texts: Pucciani and Hamel *"Langue et Langage"* and Gibson *"Anthologie"*.

FRENCH 20. Five prepared class periods. For students who have completed French 10. While continuing to develop the audio-lingual skills, the aim of this course is to teach reading and the ability to understand non-technical French prose without recourse to translation. Texts: Mauger, Book II or Pucciani and Hamel *"Langue et Langage"*, Gibson *"Anthologie"*.

FRENCH 21. Five prepared class periods. For students who have completed French 11 and for new students who qualify through a placement examination. The aim of this course is similar to that of French 20 and the same basic texts are used.

FRENCH 22X. Five prepared class periods. An accelerated course, open by invitation to students who have completed French 10 or French 11. Successful completion of this course permits students to enroll in courses at the Fourth Year Level the following year. Texts and reading materials are those of French 20 and French 30.

FRENCH 30. Four prepared class periods. For students who have completed French 20, French 21, or French 10-20 and for new students who qualify through a placement examination. Continuing to develop the three skills of listening comprehension, speaking, and reading, the third year course also stresses writing and the beginnings of reading for critical analysis. Texts: Langellier, *Précis de Grammaire*; Pagnol, *Topaze*; Aveline, *La Double Mort de Frédéric Belot*; Gide, *La Symphonie Pastorale*; Sartre, *Les Jeux sont faits*; Molière, *L'Ecole des Femmes*.

FRENCH 40. Four prepared class periods. For students who have completed French 22X or French 30 and for new students who qualify through a placement examination. This course consists of three term-contained units: Readings in 17th and 18th century literature, Composition and Conversation, and Readings in 19th and 20th century literature. Completion of the three units will gain a credit in French at the fourth year level. Single units may be elected as term-contained major courses.

FRENCH 41. AP LANGUAGE. Five prepared class periods. A course designed to meet the requirements of the new Advanced Placement Examination in *French Language*. Open by invitation to students who have completed French 22X or French 30 and to qualified new students. Emphasis will be placed on conversation, composition, and reading, not only in literature, but in current newspapers and periodicals.

FRENCH 42. AP LITERATURE. Five prepared class periods. The initial year of a two-year sequence, open to students who have completed French 22X or French 30 and who have the recommendation of their instructor and to qualified new students, this course is considered to be a transition between the study of language and the study of literature. Emphasis is placed on vocabulary building, written work, and close analysis of major literary works. Texts include: Camus, *L'Etranger*; Voltaire, *Candide*; Molière, *Le Bourgeois Gentilhomme*; Balzac, *Le Père Goriot*; and Flaubert, *Un Coeur Simple*.

FRENCH 52. AP LITERATURE. Five prepared class periods. The second year of a two-year sequence, open to students who have completed French 42 AP Literature and to selected new students, this course is an introduction to French literature. It prepares for the Advanced Placement literature examination through the close reading of representative texts which include: Corneille, *Le Cid*; Molière, *le Tartuffe*; Racine, *Phèdre*; Stendhal, *Le Rouge et le Noir*; Hugo, *Les Contemplations*; Baudelaire, *Les Fleurs du Mal*, Sartre, *Les Mouches*.

FRENCH 50A, B, AND C. CONTEMPORARY FRENCH LITERATURE. Four prepared class periods. Open to students who have completed courses at the French 42 level or above, this course will consist of three term-contained units covering: The Pre-War Novel, Drama, and the Post-War Novel respectively. Authors studied may include France, Barrès, Proust, Gide, Celine, Bernanos, Malraux, Mauriac, Saint-Exupéry, Aragon, Giono, Montherlant, Anouilh, Giraudoux, Ayne, Camus, Sartre, Beckett, and Robbe-Grillet. French 50 will not be a literary history course. Emphasis will be on particular writers and what they have to add to our understanding of the human condition in our times. Each unit of the course may be elected as a term-contained major.

FRENCH 51(T). ADVANCED CONVERSATION. Four prepared class periods. Spring Term. Open to students who have completed courses at the French 40 level or above.

SENIOR FRENCH PROJECT. Seniors taking an advanced French course may do apprentice teaching during either the Winter or Spring term. They study the techniques and methods of modern language instruction; and practice, under careful supervision, in beginners' classes.

German

The German Department offers a six-year course with the purpose of developing the ability to understand spoken German, facility in speaking, reading fluency, and the ability to write German correctly. The more advanced courses also give an introduction to German literature since the eighteenth century and/or a survey of German history.

German is used as the classroom language. Extensive use is made of the Language Laboratory.

The Department offers an accelerated course for students who show unusual ability in German 10. After completion of German 21X, these students enter German 40 and receive four units of credit after three years of study.

GERMAN 10. Five prepared class periods. The beginning course seeks to develop aural comprehension and oral expression. The basic

patterns of the language are practiced by repetition and variation. The course will be sectioned to provide for different rates of learning. Texts: Schulz-Griesbach, *Deutsche Sprachlehre für Amerikaner*.

GERMAN 10-20. Five prepared class periods. The course is designed for qualified Seniors and Upper Middlers who wish to complete in one year the material covered in German 10 and 20. It follows approximately the outline of those two courses.

GERMAN 20. Five prepared class periods. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Amerikaner*. Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten*; Schnitzler, *Der blinde Geronimo*; Durrenmatt, *Der Richter und sein Henker*; Remarque, *Drei Kameraden*.

GERMAN 21X. Five prepared class periods. An accelerated course for qualified students, covering material of both German 20 and German 30. Successful completion enables a student to enter German 40.

GERMAN 30. Four prepared class periods. The course will be sectioned to provide for different rates of learning. Throughout the year grammar and writing is reviewed in Sparks & Vail, *German in Review*. Some of the books read include Brecht, *Der Aufstieg und Fall der Stadt Mahagonny*; Habermas, *Im Stil unserer Zeit*; Aichinger, *Der Gefesselte und andere Kurzgeschichten*. Emphasis is placed on reading, comprehension, vocabulary building, and written work.

GERMAN 40. Five prepared class periods. Introduction to German Literature. This course prepares for the Advanced Placement Examination. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The course consists of three term-contained units which may be taken in any or all terms. The works read include Brecht, *Der kaukasische Kreidekreis*; Büchner, *Woyzeck*; Dürrenmatt, *Die Physiker*; Hauptmann, *Bahnwärter Thiel*; Hesse, *Siddharta*; Kafka, *Die Verwandlung*; Mann, *Tonio Kröger*; and selected poems from Goethe to the present.

GERMAN 50. Four prepared class periods. Contents vary according to the needs and interests of the students. The course consists of three term-contained units which may be taken in any or all terms.

GERMAN 60. Four prepared class periods. Contents vary according to the needs and interests of the students. The course consists of three term-contained units which may be taken in any or all terms.

SENIOR PROJECT. Under the guidance of a member of the German department, a Senior has the opportunity to do special work in German. It might include supervised teaching of an elementary class or work of his own choice in a special field.

Italian

ITALIAN 10-20. (Not offered in 1970-1971.) Six prepared class periods. A terminal course for Seniors, its aim is to cover the fundamentals of Italian grammar and to develop reading and speaking skills. Italian gradually replaces English in the classroom. Texts: Speroni & Golino, *Basic Italian*; Speroni & Golino, *Panorama Italiano*; Machiavelli, *La Mandragola*; Moravia, *Racconti*.

Russian

The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

RUSSIAN 10. Five prepared class periods. An elementary course in speaking, reading, and writing Russian. Texts: *A-LM Russian Level One*, Second edition (Harcourt); Dawson, *Modern Russian I* (Harcourt); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Juniors, Lower Middlers, and Upper Middlers.

RUSSIAN 10-20. Five prepared class periods. An accelerated introductory course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian*, Fourth edition (Prentice-Hall); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Seniors, and with the approval of Class Officers, to Upper Middlers.

RUSSIAN 20. Five prepared class periods. Completion of the elementary course, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian*, Fourth edition (Prentice-Hall); Dawson, *Modern Russian II* (Harcourt); *Graded Russian Readers* (Heath). *A-LM Russian Level Two*, Second edition, will replace von Gronicka in 1971-72.

RUSSIAN 30. Four prepared class periods. Reading, conversation, and writing, based on a variety of authors. The texts include *A-LM Russian Level Three* (Harcourt), and *Ballad of a Soldier*, *Scenario* (Harcourt).

RUSSIAN 40. Four prepared class periods. The course may be taken in any or all terms, in term-contained units. Advanced reading, conversation, and composition. Texts: *A-LM Russian Level Four* (Harcourt), and selected literary editions.

SOVIET LITERATURE IN ENGLISH (T). Four prepared class periods. Winter Term. A study of the conflict of individual freedom and social purpose in Russia since the Revolution, based on selected translations. Socialist realism, satire, divided personality, and dissent will be examined against the Soviet political and economic background, and in the perspective of Russian literary traditions.

Spanish

SPANISH 10. Five prepared class periods. In keeping with the new audio-lingual approach this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom.

The basic texts are: *Contemporary Spanish*, by Lado and Blansitt, (McGraw-Hill Book Co.), and *Primeras Lecturas: Una Historia Incompleta*, by Gómez del Prado and J. A. Calvo, (The Odyssey Press). They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

SPANISH 10-20. Five prepared class periods. Designed for qualified Seniors who wish to complete in one year the material covered in Spanish 10 and 20. Texts: *Contemporary Spanish*, by Lado and Blansitt, (McGraw-Hill Book Co.) *Basic Conversational Spanish*, by LaGrone, (Holt, Rinehart and Winston); *Gramática Española de Repaso*, by Ugarte, (Odyssey); *Cuentos americanos*, ed. D. D. Walsh, (Norton); and *Lluvia roja*, by Goyortua, (Appleton-Century-Crofts).

SPANISH 20. Five prepared class periods. A continuation course that emphasizes speaking, reading and simple theme writing and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed in accordance with the principles of the audio-lingual method. The basic texts are: *Gramática Española de Repaso*, by Ugarte, (Odyssey); *Cuentos americanos*, ed. D. D. Walth, (Norton); and *Pensativa*, by Goyortua, (Appleton-Century-Crofts). Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

SPANISH 21X. Five prepared class periods. Open to students who have completed Spanish 10 with honors. It covers the equivalent of the material of Spanish 20 and 30. Successful completion enables a student to enter Spanish 40. Texts, supplemented by additional reading, include: *Gramática Española de Repaso*, by Ugarte, (Odyssey); *Pensativa*, by Goyortua, (Appleton-Century-Crofts); *El Gesticulador*, by Usigli, (Appleton-Century-Crofts); and *El sombrero de tres picos*, by Alarcón, (Macmillan).

SPANISH 30. Four prepared class periods. An advanced course, which continues to develop oral and aural skills, as well as facility in written composition. Texts (supplemented by additional reading):

En la ardiente oscuridad, by Buero Vallejo, (Scribner's); *El sombrero de tres picos*, by Alarcón, (Macmillan); *El Gesticulador*, by Usigli, (Appleton-Century-Crofts); and *Doña Perfecta*, by Pérez Galdós, (Dell Publishing Co.).

SPANISH 40. Four prepared class periods. The course consists of three term-contained units which may be taken in any or all terms. The purpose of the course is to introduce the student to the Hispanic world through the study of its history and literature. Texts: *España Sintesis de su civilizacion*, by Mallo, (Scribner's); *Lazarillo de Tormes*, ed. V. Llorens, (Dell); *Poesía hispánica*, by A. A. de del Rio, (Holt, Rinehart and Winston); *El alcalde de Zalamea*, by Calderón, (Dell); *Don Juan Tenorio*, by Zorilla, (Taurus); *Corona de Sombra*, by Usigli, (Appleton-Century-Crofts); *Nuestra Natacha*, by Casona, (Appleton-Century-Crofts); and other reading.

SPANISH 41. Four prepared class periods. The course consists of three term-contained units which may be taken in any or all terms. The course aims to develop an appreciation of Spanish culture through the centuries of the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary, and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are: *Poesía Española*, by Marín, (Las Americas Publishing Co.); *Abel Sánchez*, by Unamuno, (Austral); *Lorca Obras escogides*, ed. V. Llorens, (Dell); *El amigo Manso*, by Pérez Galdós, (Oxford University Press); and *Los de abajo*, by Azuela, (Fonda de Cultura Económica). Novels, plays and essays found in such collections as *Biblioteca Clásica Ebro* and *Clásicas Castellanas* will be read. Open to students of Abbot Academy and Phillips Academy.

SPANISH 50. Five prepared class periods. The course consists of three term-contained units which may be taken in any or all terms. Texts: *El árbol de la ciencia*, by Pío Boroja, (Alianza Editorial); *Doña Bárbara*, by Rómulo Gallegos, (Appleton-Century-Crofts); *Mericordia*, by Pérez Galdós, (Hernando); *Tres novelas ejemplares y un prólogo*, by Unamuno, (Losada); *Niebla*, by Unamuno, (Taurus); *Platero y yo*, by Juan Ramon Jiménez, (Taurus); *Poesía Española*, by Marín, (Las Americas Publishing Co.); and outside reading.

Work beyond Spanish 50 may be arranged on an independent study basis.



MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one musical comedy each year.

BEGINNING INSTRUMENTS (Not for credit). Students who wish to learn to play a band or orchestral instrument may take private lessons without academic credit. They cost the same as the lessons given for credit. A student may borrow a school instrument at no cost to the student, if one is available; or he may rent one, for a nominal fee, from a recommended music company.

CHORUS, CONCERT BAND, ORCHESTRA (M). Four unprepared class periods. Each course meets four periods a week: three afternoons at 4:23 and one evening between 6:45 and 7:45. Lower Middlers, Upper Middlers, and Seniors may take any of these courses as an elective minor course. Volunteers from all classes who are not enrolled for credit are encouraged to join in as an extra-curricular activity.

INTRODUCTION TO MUSIC (M). Two prepared class periods. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, in-

cluding jazz. The subject matter is illustrated with recordings and live demonstrations. Open to Upper Middlers and Seniors only.

HARMONY (M). Two prepared class periods. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

INSTRUMENTATION, ORCHESTRATION, CONDUCTING (M). Two prepared class periods. A three-phase elective for Seniors. The first and second terms offer a thorough study of all orchestral instruments and the arranging of music for separate instrumental choirs, gradually increasing into full orchestrating. In the third term the student learns the techniques and patterns of conducting, and the reading and analysis of orchestral scores. Students use recordings, and may have the opportunity to conduct the school Orchestra, Band or Chorus. Some knowledge of harmony and the ability to read music are prerequisites.

THEORY OF MUSIC A. ELEMENTS OF MUSIC (M). Two prepared class periods. For the non-player who wishes to learn the vocabulary of music. The course deals with staves, clefs, notes, rests, modes, scales, keys, chords, as well as solfeggio and ear training. It includes the study of instruments and learning to play the recorder. The course is intended to develop and to apply the skills of reading music. Open to Lower Middlers, Upper Middlers, and Seniors.

THEORY OF MUSIC A. ELEMENTS OF MUSIC (T). Four prepared class periods. Fall Term. An accelerated course that covers the same ground as the three-term Theory of Music A (M). Open to Seniors only.

THEORY OF MUSIC B. ELEMENTARY HARMONY (T). Four prepared class periods. Winter Term. The course deals with harmonic progression, with triads in root position, first and second inversion, cadences, figured bass, non-harmonic tones, and all other material up to and including dominant sevenths and secondary dominants and their inversions. A prerequisite is Theory A or its equivalent. Open to Seniors only.

THEORY OF MUSIC C. ADVANCED HARMONY (T). Four prepared class periods. Spring Term. The course includes 9th, 11th and 13th chords, non-dominant sevenths, augmented and Neapolitan 6ths, other altered chords and contemporary materials. A prerequisite is Theory B. Open to Seniors only.

GREAT SYMPHONIES (T). Four prepared class periods. Spring Term. The symphony is one of the most impressive forms of instru-

mental music. The course is a survey of the literature of the symphonies from 1750 to the present. It includes the reading and understanding of sonata form and the scores of the masters. Tapes and recordings are used for class demonstration. Open to Seniors only.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS (M). The equivalent of two prepared class periods. Weekly instruction in keyboard, orchestral and band instruments, in classical guitar, or in voice. One half period of instruction is supplemented by four hours of practicing. For piano and organ students there is a separate charge of \$150 a year for weekly half-period lessons, and \$270 for weekly full period lessons, and a nominal fee for the use of practice pianos and organs. The charge for half-period classical guitar lessons is \$120, \$240 for full period lessons. The charge for voice lessons is \$120 a year for weekly half-period lessons. Lessons are offered on all band and orchestral instruments at \$120 a year for weekly half-period lessons. Active members of the Band and Orchestra receive instruction at a reduced rate. It is sometimes possible to make arrangements for students to study with members of the Boston Symphony Orchestra. Such lessons are at a higher fee and require that the student pay transportation costs to Boston.

A CAPELLA CHOIR (M). The equivalent of two prepared class periods. The Choir meets two periods per week, and is composed of Seniors who are members of the Abbot Academy Fidelio Society and of the Phillips Academy Chorus who are particularly good singers. Two hours of outside preparation are required, consisting of learning parts and of exercises in vocal sight reading. The group concentrates on the singing of serious vocal literature for mixed voices, e.g., representative cantatas by J. S. Bach, and motets and masses by the great composers of various eras.

MUSIC MAJOR. The equivalent of four prepared class periods may be gained by the combination of any two "M" minor courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined, because they take place simultaneously. All such combinations must have the approval of the Music Department Chairman.

PSYCHOLOGY

HUMAN RELATIONS SEMINAR (T). Two prepared double class periods. Offered in the Fall, Winter, and Spring Terms. For Seniors only. A course in the psychology of interpersonal behavior. The classroom is used as a laboratory in which the student can observe how personality is expressed in human behavior. While actively participating in the interpersonal relationships that naturally develop in a small group, the student is able to observe directly how people behave in forming group relationships, how leaders develop and how the atti-

tudes of each individual affect the achievement of the goals of the group.

Discussion is concerned with the development of group goals, values, norms, procedure, and leadership. Particular topics may relate to a wide range of human problems that arouse emotional concern in individuals: relations to authority, social roles, personal styles of expression, feelings of hostility, personal success and failure, family relationships, minority problems, and others. Members may experience emotional reactions that they associate with these problems: frustration, anxiety, boredom, elation, excitement, for example. The course aims, in part, to help the student understand the effect of these reactions on the development of the group.

Periodically, the student is asked to write papers from time to time reviewing tape recordings of the group sessions and his own record of the group experience, interpreting them in the light of theories of group behavior that he discovers in the assigned readings. The purpose of the assigned papers is to help the student find and test concepts with which he can order, interpret, and understand the evidence he has observed.

Texts include: *Waiting for Godot*, Samuel Becket; *The Presentation of the Self in Everyday Life*, Erving Goffman; *A General Selection from the Works of Sigmund Freud*, Rickman, J. (ed.); *Killers of the Dream*, Lillian Smith; *Psychological Perspectives on the Person*, Norman Talent; and others.

PUBLIC SPEAKING

Two prepared class periods. An elective course for Seniors and (occasionally) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. Two texts are used for reference: Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London).

RELIGION

The courses in religion are intended to introduce students to some of the fundamental religious questions arising out of human experience and to help them gain some knowledge and understanding of a variety of perspectives and practices in which different religions have sought to answer such questions.

Courses at all levels attempt to develop and combine a capacity for critical analysis and a sensitive appreciation of various beliefs and values. They further seek to point to the possibility and the significance of relating religious experience and insight to the problems of everyday living. The source materials are therefore drawn from

secular writing and art forms as well as the forms of expression traditionally viewed as sacred.

RELIGION 20 (M). THE NATURE OF RELIGION. Two prepared class periods. Open to all Lower Middlers and to certain Juniors with permission. A study of religion in general, and biblical religion in particular, involving an examination of various forms of religious experience and expression both past and present. While the Bible and biblical religion receive extensive treatment, attention is given as well to some of the ancient religions of the Near East, contemporary universal religions, and secularized forms of religion.

The course is organized around a number of fundamental ideas: symbol and myth, community and history, criticism, worship, reflection and moral engagement, fulfillment.

Readings for the course include substantial portions of the Bible (Revised Standard Version) and selections from such texts as: *The Ancient Near East: An Anthology of Texts and Pictures*, James B. Pritchard; *The Religions of Man*, Huston Smith; *Siddhartha*, Hermann Hesse; *Come Sweet Death*, B. D. Napier; *Exodus*, Leon Uris; *Why We Can't Wait*, Martin Luther King; *The Autobiography of Malcolm X*; *Are You Running with Me, Jesus?*, Malcolm Boyd; *Zorba the Greek*, Nikos Kazantzakis.

RELIGION 30 (M). BASIC RELIGIOUS THEMES. Two prepared class periods. Open to all Upper Middlers. A study of some of the central themes and insights in man's attempts, both ancient and modern, to express himself religiously. Although a variety of literary, philosophical, and theological writings are consulted, the major focus of the course is an examination of themes as they are expressed in the Bible.

The course begins with a careful reading of selections from the biblical text—sections of the gospels and epistles in the New Testament and portions from the Old Testament as well. The question "What is being said here?" then leads to a consideration of a number of ways in which the same theme or insight has been and is being apprehended and expressed.



RELIGION 40A. RELIGION AND THE HUMAN SITUATION: THE WORLD RELIGIONS. Four prepared class periods. Fall term. Open to Seniors. A study of the variety of religious experience as expressed in some of the living religions of the world. The course includes the study of primary source material of the various world religions, films, examples of religious art as well as readings from such secondary texts as *Man's Religions*, John B. Noss and *The Religions of Man*, Huston Smith.

RELIGION 40B. RELIGION AND THE HUMAN SITUATION: THE NATURE OF MAN. Four prepared class periods. Winter term. Open to Seniors. Must be taken in conjunction with either Religion 40A, Religion 40C, or both. A study of the nature of man, with special emphasis on a discussion of the problem of evil and the problem of community, as expressed in contemporary literature. The course draws on films, recordings, and such texts as *Lord of the Flies*, William Golding; *Cry, the Beloved Country*, Alan Paton; *No Exit*, Jean-Paul Sartre; *The Catcher in the Rye*, J. D. Salinger; *Death of a Salesman*, Arthur Miller; *The Sterile Cuckoo*, John Nichols; *Soul on Ice*, Eldridge Cleaver; *The Power and the Glory*, Graham Greene; *The Stranger*, Albert Camus; *Saint Joan*, George Bernard Shaw; *J. B.*, Archibald MacLeish.

RELIGION 40C. RELIGION AND THE HUMAN SITUATION: CONTEMPORARY THEOLOGICAL EXPRESSION. Four prepared class periods. Spring Term. Open to seniors. Must be taken in conjunction with either Religion 40A, Religion 40B, or both. A study of certain basic human questions and of various attitudes toward the meaning of life as they are expressed in contemporary theology.

Representative texts: *Dynamics of Faith*, Paul Tillich; *Honest to God*, John A. T. Robinson; *The Nature and Destiny of Man*, Reinhold Niebuhr; *Situation Ethics*, Joseph Fletcher; *The New Morality*; *Living with Sex: The Student's Dilemma*, Richard F. Hettlinger; *The Secular City*, Harvey Cox; *The New Essence of Christianity*, William Hamilton.

Specialized Minors

The following courses, equivalent to year-long minors, meet three prepared class periods for two terms.

RELIGION E (M). ETHICS. Fall and Spring. The course introduces students to ethical theories, examining through readings and class discussion various ethical problems, both personal and social, and the various criteria men employ in making decisions. Readings may include *Darkness at Noon*, Arthur Koestler; *The Irreversible Decision*, Robert C. Batchelder; *The Other America*, Michael Harrington; *The Autobiography of Malcolm X*; *Living With Sex*, Richard F. Hettlinger; *Situation Ethics*, Joseph Fletcher.

RELIGION L (M). LITERATURE, PHILOSOPHY, AND RELIGION. Primarily a reading and discussion course concerned with human values. It is divided into four areas of concern, Truth, Beauty, Goodness, and Commitment. Selective readings in philosophy, fiction, drama, poetry, and religion are assigned under each of the four topics. Authors will include Plato, Aristotle, Descartes, Kafka, Hemingway, Frost, Dickinson, Sartre, Camus, Niebuhr, Cummings, Arnold, Spender.

RELIGION P (M). PROBLEMS OF RELIGIOUS PHILOSOPHY. Winter and Spring. A study of some of the major problems of religious philosophy with careful attention to the question of the nature of man and the problem of meaning and with major emphasis on the problem of God. Readings are taken from the works of ancient and modern thinkers, including Plato, Aristotle, Augustine, Anselm, Aquinas, Eckhardt, Descartes, Hume, Kant, Hegel, Kierkegaard, James, Dewey, Whitehead, Hartshorne, Wisdom, Flew, and Tillich.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science, designed to provide an understanding of science and of scientific methods and thinking as part of a general education. The sequence also provides a sound foundation for later work in college. Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use college freshman texts. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two-year integrated course for those capable of advanced work in both physics and chemistry. Able students who have taken a regular course before their Senior year may prepare for the advanced placement examination by taking the S course in that subject. In addition, the S courses provide an opportunity for uninterrupted work to the student who plans further study in a particular field.

Basic Concepts of Science is a unified science course offered as an alternative to the basic courses in a single science.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. For the student with special interests in any one area, individual projects are encouraged

to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

Elementary Science

Three prepared class periods. A course for Juniors designed to form an approach to the laboratory sciences of the later years. Because of differences in the scientific training of Juniors, two different courses are offered; Juniors may select either Science 10 or Science 11.

SCIENCE 10 is a course in elementary physical science. It will include many of the basic concepts of chemistry and physics and will incorporate considerable laboratory work.

SCIENCE 11 is basically a course in earth science but will include some work in astronomy and meteorology. Laboratory work will be an important part of the course.

Biology

BIOLOGY. Four prepared periods and one double unprepared laboratory period. The course stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism including nutrition, gas exchange, transport, excretion and homeostasis; responsiveness and coordination; reproduction, genetics, and development; the principles and history of evolution; and the principles of ecology.

The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

BIOLOGY S (T_2). Four prepared periods and one double unprepared laboratory period. Winter and Spring terms. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

ANIMAL BEHAVIOR (T). A one-term course offered Fall and Winter. Four prepared periods and one double unprepared laboratory period. The course will familiarize students with various aspects of animal behavior. A great deal of emphasis will be placed on observations in the field and laboratory. Regular class discussions will be held in which students will be expected to contribute information from

their own observations and from available literature. Some of the topics which may be considered are: territoriality, environmental influences on behavior, age distribution, courtship and mating patterns, home range and the evolution of behavior patterns.

ECOLOGY (T). Four prepared periods and one double unprepared laboratory period. A one-term course offered Fall and Winter. An introduction to ecology with early emphasis on the concepts of the ecosystem, energy flow, material cycling, succession, and relations within and between populations. These fundamentals will then be applied to problems of human ecology such as overpopulation, and air and water pollution.

In the laboratory, relationships in communities will be investigated. Various pollutants and their effects upon the environment will also be tested for and studied.

Chemistry

CHEMISTRY. Four prepared class periods and one unprepared double laboratory period. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Emphasis is placed on the reasoning involved in logical use of modern theory and general concepts rather than upon memorization of facts. Text: *Chemistry, Experimental Foundations*, by Parry, Steiner, Tellefsen and Dietz, Prentice-Hall, Inc.

CHEMISTRY G. (T). Three prepared class periods and two unprepared double laboratory periods. A one-term course offered in the Fall. The course is designed for boys who have had the basic course and wish to study further in the field without trying to meet the standards for advanced placement. To avoid repetition for those who continue chemistry in college, Chemistry G covers topics not normally encountered in the introductory college courses.

CHEMISTRY S (T₂). Four prepared class periods and one unprepared double laboratory period. Winter and Spring terms. The course is for students who have completed the regular course with distinction and wish to prepare for the Advanced Placement Examination. Text: *Chemistry: Principles and Properties*, by M. J. Sienko and R. A. Plane, McGraw-Hill.

CHEMISTRY X. Three prepared class periods and two unprepared double laboratory periods. The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares students for the Advanced Placement Examination. Text: *College Chemistry*, by Sisler, VanderWerf and Davidson, Macmillan.



Physics

PHYSICS. Four prepared class periods and one unprepared double laboratory period. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

PHYSICS X. Four prepared class periods and one unprepared double laboratory period. An honors course open, upon invitation of the

department, to a small group of students who are concurrently taking calculus and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHYSICS S (T_2) Three prepared class periods and one unprepared double laboratory period per week. Winter and Spring Terms. Open to students who have completed a year of physics and who have taken, or will take concurrently, a course in calculus. The course is essentially a course in modern physics during the winter term and it will use part of the spring term reviewing for the advanced placement examination. The final portion of the spring term will be devoted to project work. Some advanced laboratory work will be done during the winter term.

ELECTRONICS (T). Four prepared class periods and one unprepared double laboratory period. Spring Term. An elective minor for those students interested in electronics who do not have room for a major course in physics in their course program. It covers basic electricity and magnetism, circuitry, diodes, triodes, transistors, alternating current, and whatever else time will allow.

Special Science Courses

INTRODUCTORY ANTHROPOLOGY (M). Two prepared class periods. An elective offered by the R. S. Peabody Foundation. Lectures and class discussion are accompanied by visual aids to analyze major anthropological problems. The first part of the course stresses the biological evolution of man, and description of modern races and racial problems. The second part reviews the causes and character of the development of man's culture from its earliest beginnings to the threshold of civilization. The final part emphasizes social institutions among primitive peoples and problems of social change.

BASIC CONCEPTS OF SCIENCE. Three prepared periods and two double unprepared laboratory periods. The course presents an integrated coverage of the basic concepts of physics, chemistry, and biology that are an essential part of the layman's understanding of science today. Basic Concepts of Science is designed for the student who plans to take only one laboratory science while at Phillips Academy. Open to Seniors and Upper Middlers who have not already completed a laboratory science course.

GEOLOGY (T). Three prepared class periods and one double unprepared laboratory period. The course prepares students to interpret natural environments and to evaluate the physical and chemical processes acting in our own. Emphasis is on informal laboratory work.

Mathematics 30 or 31 and a prior laboratory course in physics, chemistry or biology are prerequisites. Field trips to local sites.

SCIENCE HONORS 30 and 40. Five prepared class periods. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 30 fills the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 40.

INTERDISCIPLINARY COURSES

ART OF THE FILM: Two prepared class periods and one double unprepared period. A basic course in the art of the film and filmmaking. Studying the emergence of the film as an art form in the 20th century, it examines cinema theory and technique by viewing and discussing the work of directors who have made a significant contribution to the art. In addition to written assignments based on the study of the films as texts, each student produces several short films—preparing scripts and shooting and editing his material—and assists in a group production. The course meets the English 4 requirement. Prerequisite: successful completion of the English qualifying examination and Visual Studies or Music.

CONTEMPORARY COMMUNICATIONS: Four prepared class periods. The course, which must be taken in conjunction with Advanced Studio, is designed to examine some of the bases of communication between and among people. Material includes fiction, non-fiction, poetry, drama, motion pictures, music, and the visual arts. Individual and group projects are carried out in any of the above. The course satisfies the English 4 requirement. Prerequisites: successful completion of Visual Studies and of the English qualifying examination.

MAN AND SOCIETY. Four prepared class periods. A multi-disciplinary course for twenty-four returning Seniors that focuses on two twentieth century subjects: revolutionary Mexico and urban America. The objectives of the course are threefold: the acquisition of knowledge, the development of skills, and the stimulation of concern for values and behavior. Taught by a team of instructors, the course consists of a fall term's classroom introduction to topics in urban America

and revolutionary Mexico; a winter's term's work-study experience in Boston's South End or Laon, Mexico; and a spring term's tutorial study of topics selected by individual students as a result of interests stimulated in the first two terms. Proficiency in Spanish is a prerequisite for the Mexican program.

The concentration on Mexico and the American city provides an opportunity for a comparative study through the social sciences and literature, and for an investigation of change and the dynamics of historical development. The course studies concepts that attempt to resolve such questions as: Is the assimilation of minority racial, ethnic, and religious groups into the majority cultural group a desirable social goal or not? What are the problems that confront policy makers who want to eliminate poverty? What forms may social conflict assume and how may social conflicts be resolved? Does modern technological innovation promise to liberate or to imprison the individual? Is there a power structure that dominates the decision-making process in modern society?

Each unit of the course is introduced by the use of materials designed to stimulate questions. Student response determines to a large extent the way each concept is studied.

PERCEPTION AND EXPRESSION. Six prepared and four unprepared class periods. The equivalent of one and one-half major courses in terms of credit and in terms of the demands made on the student, the course combines the work in literature and composition usually done in English I with an exploration of other media.

The course exposes the students to various media and involves them in producing or performing in several. After an initial multi-media exercise, a demonstration using tape, slides, film, and live actors, the students turn to an examination of the visual media, working with two-dimensional design techniques and photography; the aural, working with the tape recorder as a means to collect and structure sound; the kinesthetic, in such areas as sports, drama, and dance; and the verbal. The course examines metaphor and symbol and the principles of selecting, ordering, and abstraction common to all media: duality, rhythm, balance, and harmony. It emphasizes the processes of intuition, discovery, and invention, placing great weight on involvement and performance; many of the exercises take place in the studios.

STUDIO MATHEMATICS (T). Fall Term. Two double unprepared periods of studio art in conjunction with Mathematics 20. Open to students who have completed Perception and Expression, the course explores problems of design and structure from the points of view of artist and mathematician.



GENERAL INFORMATION ABOUT SCHOOL LIFE

REGULATIONS AND DISCIPLINE

At Andover, it is assumed that students have a serious purpose and therefore that rules can be kept to a minimum. The rules that do exist have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach the students both self-discipline and an understanding that the goal of freedom for the individual can be achieved only within a social order. When a rule is broken, the offender is liable to discipline, usually imposed in serious matters by the Faculty Discipline Committee with the advice of an elected student committee. It is hoped that such discipline will lead a boy to experience the consequences of actions detrimental to himself and others, help him to strengthen himself, and teach him to accommodate himself to the requirements of the school.

Offenses involving a boy's integrity, social offenses that threaten the well-being of the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school all render a student liable to dismissal.

Examples are, dishonesty, the possession or use of alcoholic beverages or illegal drugs, unauthorized absence from school bounds.

Students may not possess, rent, or drive any motor vehicle within school bounds, nor may they possess firearms or explosives. Smoking is forbidden to all students, with the exception that Seniors may smoke pipes. Boys who feel unable to live happily with the Academy's smoking rule should not apply for admission.

Andover expects all students to apply themselves conscientiously to their studies and to discharge their obligations to the school. It expects a greater degree of self-discipline and initiative as the student matures, and to that end creates a less regulated existence for Seniors than for underclassmen. All students, however, are expected to meet their required appointments, especially those immediately preceding and following vacations and holidays.

DRESS AND APPEARANCE, ROOM EQUIPMENT, AND ATHLETIC EQUIPMENT

In dress and appearance, the Academy insists upon neatness, cleanliness, and the avoidance of extremes. The Headmaster is the final arbiter in interpreting standards. Expected dress for Sunday church and for formal school functions consists of suitable coat, tie, shirt, trousers, socks and shoes. A suit is desirable for certain special occasions. Minimum dress, both on- and off-campus, consists of shirt, trousers, socks, and suitable footwear. All wearing apparel and personal effects should be plainly marked with the student's name.

The Academy provides each student with bed, mattress, pillow, bed linen, chest and mirror, desk, desk-chair, and easy chair. Bed linen is provided and laundered by the school. Students furnish their own blankets, bedspreads, towels, and desk lamps.

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic

shoes at half price. Every student is required to own a pair of high sneakers.

The Academy does not issue a detailed list of necessary equipment, but expects each individual to provide for his own needs. Since blankets are not provided, each boy should bring two or three. Other suggested items are a bedspread, towels, and a desk lamp. For the New England winter, an overcoat or warm outer jacket and adequate foot gear should be included.

The Academy is not responsible for the loss of student's clothing or personal effects at any time during the year, except when deposited in the student storage center over the summer vacation.

WORK PROGRAM

The Phillips Academy work program, in which every student takes part, is designed to train boys to do useful work well and to develop their sense of community responsibility for the daily operation of the school. The program assists the school in reducing its expenses and makes it possible to lower student fees.

All boys are responsible for the daily care of dormitory rooms and corridors, under the direction of their housemaster. In addition, they share the jobs of keeping the campus free of litter, shoveling snow in the winter, and doing special work on the grounds at the end of the fall term and at the beginning of the spring term.

Lower Middlers serve as office boys, messengers, and laboratory assistants, working approximately three hours per week. Upper Middlers are assigned to work in The Commons, one week on duty followed by three weeks off. Seniors serve in supervisory capacities, such as proctoring in dormitories and dining halls, or, through the Blue Key, as guides for visitors to the campus.

PRIZES

Each year the school awards a variety of prizes honoring distinguished scholarship, character, service to others, or athletic achievement. In 1969-70 one hundred and fifty prizes were awarded. A listing of prizes and prize winners is available from the Admissions Office upon request.



HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is required to have a general physical examination by his family physician, as well as certain screening laboratory procedures and routine vaccinations against smallpox, poliomyelitis, tetanus, measles, and mumps. His family is asked to complete a confidential medical questionnaire that may reveal significant symptoms or illnesses. Clinical details are for the exclusive use of the Medical Director.

Immediately after the student's arrival at the Academy, a review of the physical examination and laboratory reports is carried out by a school physician with each student. With new students, x-rays of the chest are taken, and special examinations of the eye and ear, and tests for reading speed and language disability are carried out whenever they are indicated. A dental

bite-wing survey and tuberculin test are conducted for all students. The full-time Medical Director and his colleagues on the Isham Infirmary-Hospital medical staff correlate all clinical information, with a view toward establishing an accurate estimate of each student's physical status and needs.

The Isham Infirmary-Hospital is accredited by the Joint Commission on Accreditation of Hospitals under the auspices of the American Hospital Association. The hospital has an x-ray department and clinical laboratory, with a full-time technician. A physiotherapy unit is under the direction of a qualified full-time physical therapist. Graduate nurses are on duty twenty-four hours daily, and additional graduate nurses manage the Outpatient Services from 7:30 a.m. to 5:00 p.m. Although serious and critical medical and surgical emergencies are usually referred to general hospitals in the area, or in Boston, the Isham Infirmary-Hospital is equipped to care for most emergencies.

In addition to the daily outpatient clinic held by the Medical Director, qualified physicians hold clinics in the following specialties on a regular schedule: psychiatry, orthopedics, dermatology, dentistry, internal medicine.

All major illnesses and injuries are reported to parents by telephone, telegram, or letter. Minor illnesses and injuries are not reported unless there is some unusual complication.

MEDICAL EXPENSES AND MEDICAL INSURANCE

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the Medical Director and his staff without charge, including, if required, two days of hospitalization for each disability. However, parents are responsible for the cost of outpatient surgery, medical consultations, dental care, x-rays, laboratory tests, medications, orthopedic appliances, any required immunizations, and hospitalization at the Isham Infirmary-Hospital as detailed below.

For illnesses or injuries requiring hospitalization at the Isham Infirmary-Hospital beyond two days, a charge will be made, retroactive to the first day of the hospital confinement. A charge will be made for the treatment of all surgical cases, including

orthopedics, at the Isham Infirmary-Hospital, and, if hospitalization is required, a charge will be made commencing with the first day. A charge will be made, commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital.

A personal family medical insurance policy will meet most costs of such inpatient Isham Infirmary-Hospital care. The School strongly recommends that each student be provided with such coverage.

A student medical insurance plan is available. Coverage for returning students commences on September 1, for new students when they arrive on campus for the fall term. The school medical insurance applies only to medical expenses for treatment of students by physicians or hospital admission *outside* the Isham Infirmary-Hospital. It pays benefits up to \$650.00 for each accident or illness requiring treatment *outside* the school during the twelve months of the year, on campus or off. Benefits under this plan are paid in addition to any benefits to which a student may be entitled under any personal policy. Not infrequently, the coverage from both types of policies is necessary to meet the total expense of a protracted or involved illness. The cost of the student medical insurance plan is \$16.50 per student. Participation in the medical insurance plan is optional but strongly recommended.

RELIGION

Phillips Academy was founded as a Protestant Christian community and in its ministry remains in the Protestant tradition. Recognizing the religious pluralism of contemporary society, however, the Academy acknowledges a responsibility to offer as great a variety of worship settings to meet the spiritual needs of all its students. On the other hand, a school composed of students of widely diverse religious and cultural backgrounds cannot satisfy all requirements of religious attitude and habit. Therefore, no boy should apply for admission to the Academy who is unwilling to participate in interdenominational services or who believes that religious worship can have no place in his life.

The Academy requires student attendance at one of a number of Sunday religious services, whose purpose is to encourage each student to be exposed to, and to explore more deeply, the realm of the spirit within a worship setting in which he can feel at home. Students may worship in a denominational setting familiar to them at one of the local churches in the nearby Andover community. In the Sylvia Pratt Kemper Chapel, a rabbi conducts a Sunday service for students of the Jewish faith and a priest celebrates Mass for Roman Catholics. A Protestant interdenominational service conducted by the School Ministers, the Headmaster, or by visiting clergymen is held in the Cochran Chapel. Finally, for those students who seek a non-denominational setting devoted primarily to quiet reflection, a meditation service is offered in the Sylvia Pratt Kemper Chapel.

Believing that the scope of religious exploration should not be limited to courses in religion and Sunday services, the Academy encourages its faculty and students to attend a voluntary, mid-morning, inter-faith service of worship on Wednesdays, in which members of the school community other than the School Ministers are often invited to plan and lead the service. Moreover, the Academy seeks to provide opportunities for further religious discovery by faculty and students through overnight conferences and retreats off-campus and through interdisciplinary colloquia and Sunday evening discussions on campus. The planning and leadership of these activities, as well as worship services, is provided by a Chapel Council, composed of interested students and faculty who work alongside the School Ministers.



COLLEGE ADMISSIONS

Because of the increasing pressures for admission to the most selective colleges and universities, most Andover seniors have found it advisable to make several applications to institutions of varying degrees of renown. In recent years approximately 60 percent of the Senior Class have been admitted to the college of their first choice. While the school makes every effort to see to it that a boy is admitted to a college appropriate to his needs and abilities, it does not and cannot guarantee him admission to the so-called prestige colleges.

College Matriculation Class of 1970

<i>College</i>	<i>Students</i>	<i>College</i>	<i>Students</i>
Amherst	3	Lawrence	2
Bard	1	McGill	2
Berklee	1	Macalester	1
Boston College	1	Univ. of Maine	1
Boston University	5	M.I.T.	2
Bowdoin	1	Univ. of Massachusetts	1
Brown	12	Univ. of Miami	1
Bucknell	1	Univ. of Michigan	1
Univ. of California		Middlebury	5
Berkeley	2	New College	1
Santa Cruz	3	New York University	1
Carnegie Mellon	3	Univ. of North Carolina	5
Chicago	1	Northern Arizona Univ.	1
Claremont Men's College	1	Northwestern	2
Colby	1	Oberlin	1
Colgate	1	Occidental	1
Colorado College	2	Ohio Wesleyan	1
Univ. of Colorado	1	Oregon State	1
Columbia	1	Oxford (Emory)	1
Cornell	9	Univ. of Pennsylvania	11
Dartmouth	7	Pitzer	1
Denver	1	Pomona	1
Drew	1	Prescott	1
Drexel	1	Princeton	15
Duke	7	Purdue	1
Georgetown	3	R.P.I.	1
George Washington	1	Rochester	3
Georgia, Univ. of	1	Rollins	1
Hampshire	3	Rutgers	2
Harvard	28	Univ. of So. California	3
Haverford	1	Southern Methodist	1
Hobart	4	Stanford	13
Illinois, Univ. of	1	Swarthmore	1
Illinois Inst. of Tech.	1	Syracuse	3
Univ. of Iowa	1	Trinity	1
Johns Hopkins	2	Tufts	5
Lake Forest	1	Tulane	1

<i>College</i>	<i>Students</i>	<i>College</i>	<i>Students</i>
Union	1	Washington & Jefferson	1
U.S. International	1	Wesleyan	6
Vanderbilt	1	Univ. of West Virginia	1
Vassar	5	Williams	3
Univ. of Vermont	1	William & Mary	1
Univ. of Virginia	1	Wooster	2
Washington State Univ.	1	Yale	21

FINANCIAL

Because a large part of the Academy's operating income comes from the investment of its endowment funds and from programs of annual giving, it has been possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited from the endowment funds and the giving programs. The total annual cost to the Academy for each student is currently in the neighborhood of \$5,500. Of this figure, \$2,700. is provided by the inclusive fee, leaving a considerable balance to be met by the return from invested funds, by gifts from alumni, parents, and friends of the Academy, and from other sources.

Tuition Charges

The annual tuition fees are: \$2,700 for boarding students; and \$1,900 for day students (who must live in the Greater Lawrence area). One-half of the tuition fee is payable on September 15, and one-half is payable on January 15. Tuition bills for scholarship students are payable according to the same schedule, in amounts reduced by scholarship awards. A deposit of \$100, required for each student when assured of admission, is credited on the first tuition bill.

An alternative to the semi-annual method of payment stated above is a plan by which the tuition may be paid in ten equal monthly installments, starting on September 1 and ending on June 1. A service charge of \$10 is made for this accommodation. A further alternative is the use of the Insured Tuition Payment Plan, with arrangements for tuition payments to be made

through the Richard C. Knight Insurance Agency, Inc. Information about these two alternatives, and application forms, are sent to parents in the summer, before the opening of school.

No rebate will be made against the amount of the tuition installment due on September 15 for any student who for any reason is dismissed or withdrawn between the opening of school in the fall and January 15. No rebate will be made against the tuition installment due on January 15 for any student who is dismissed or withdrawn thereafter.

The tuition charge of \$2,700 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall or elsewhere, including the Saturday evening motion pictures.

The tuition charge does not include tutoring, language training, special instruction in music or athletics, medical insurance, dental care, special medical expenses, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property. Bills for items not included in the regular tuition charge may be rendered at any time during the school year.

A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full. The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of his graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on September 15, when billed. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	\$25.00 to 95.00
Pressing and cleaning	20.00
Medical Insurance	16.50
Books and supplies	50.00
Dues, publications, and charitable contributions	20.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	120.00
	\$251.50 to 346.50

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.





SCHOOL YEAR ABROAD

SCHOOL YEAR ABROAD, three programs conducted during the school year in Barcelona, Spain, Rennes, France, and Hannover-Langenhagen, West Germany, form an integral part of the curriculum of Phillips Academy, Andover, the Phillips Exeter Academy, Exeter, N.H., and of St. Paul's School, Concord, N.H. As such, it is a joint educational venture of the three academies. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) and a few seniors (who will have completed the American History and laboratory science requirements) a year of intensive study of the Spanish, French, or German language; as complete an immersion in the culture of Spain, France, or Germany as is possible; and at the same time a full academic schedule. The programs are open to American boys and girls from any accredited secondary school. If the student satisfactorily completes the course, it is expected that he or she will return for his Senior year to the school previously attended. A student not already attending an independent boarding school,

who wishes to apply for one of the limited number of places for the Senior year at Andover, Exeter, or St. Paul's must announce his intention in writing at the time he makes formal application to the Program, indicating the school for which he wishes to be a candidate. Soon after the student is admitted to the Program, the Admissions Office of the school selected will indicate what steps should be taken thereafter. These will usually include an interview with an Admissions Officer of the school or his representative before July 15. Action on such applications will be taken before the candidate leaves the United States in September, but final acceptance for the Senior year is contingent on a distinguished record abroad.

Candidates must have completed the equivalent of at least two years of study of secondary school Spanish, French, or German by the date of departure for Europe. This may include summer study. The curriculum of the program parallels that normally available in college preparatory schools in the United States (with the omission of American History in all programs and laboratory science in the French and Spanish). In the Spanish and French programs, the courses in European History, Language and Culture, and Modern Literature are taught entirely in the language of the country by outstanding native teachers. A minor course in the History of Spanish, French, or German Art is ordinarily offered and taught by a native teacher in his language. The courses in English and mathematics are taught in English by experienced members of the faculties of the three sponsoring schools. In the German program to open in 1971, the courses available will be those available at the *Gymnasium* and only English will be taught by an American faculty member. One of the objectives of the language courses in particular, and of the program as a whole, is thorough preparation for honors work in the Senior year. Such preparation is ideally suited for those boys and girls whose interest in Spanish, French, or German is such that they may seek Advanced Placement in that subject. Another objective of the program is to expose the student in his daily living to another important culture in as complete a form as possible. Through immersion in a foreign culture, the program endeavors to improve the student's respect for that culture, develop his self reliance, and let him see his own country in a different light. Stu-

dents live individually in native homes in each city. During vacation periods, trips are made to as many other important points in each country as time will permit.

Courses of the Spanish program are conducted in the Instituto de Estudios Norteamericanos, Via Augusta, 123, Barcelona, (6) Spain. Those of the French program are conducted in the building of the Institut Franco-Américain, 7, Quai Chateaubriand, 35-Rennes, France. Those of the German program are conducted at the Langenhagen Gymnasium, 3012 Langenhagen, Konrad Adenauer Strasse, 21-23, West Germany. Sports activities take place in public or private facilities wherever these may be available to the program.

School Year Abroad publishes its own catalogues (one for each program) which can be obtained by writing the Administrator, School Year Abroad, George Washington Hall, Andover, Massachusetts 01810.

THE ANDOVER SUMMER SESSION

Now in its thirtieth year, the six-week Andover Summer Session complements the winter program of Phillips Academy by offering the same high standards of teaching and learning to a different student body. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. The ideal of the Summer Session is to be a national public summer school, open to all who are well qualified. In 1970, the Summer Session enrolled 560 boys and girls from forty-five states and ten foreign countries, and, because of the scholarship program, from widely differing economic and social backgrounds.

The Summer Session offers no academic credit for any course and places little emphasis on grades. It is not a place to make up work or to strengthen weak academic backgrounds. Students have the opportunity to learn for the sake of learning, free from the pressure of grades, credits, and rank in class. A student may find the Summer Session a useful taste of residential school life and of high academic standards. On the other hand, since the Summer Session presents a different program to different students in a different way, it is by no means a valid sample of the Phillips Academy winter session experience.

Because the student takes only one major course, in a field in which he has already demonstrated special interest and ability, the Summer Session offers an academic experience in depth that can rarely be obtained elsewhere. Language courses offer a concentrated opportunity to learn new skills; other courses offer subject matter or approaches rarely available in secondary schools (*e.g.*, studio art, writing, play production, anthropology, computer programming, film making, psychology, Afro-American studies). All students also study English composition. Most take 18 hours of class each week; the particularly able may elect an additional 6-hour minor course.

The 1971 Andover Summer Session will open on Wednesday, June 30, and will close on Wednesday, August 11. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts 01810.

ADMISSIONS

GENERAL POLICY

The school's constitution, written in 1778, states that the Academy "shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Phillips Academy today continues to be evidence of sound character and a strong all around school record. The Academy is especially interested in candidates who demonstrate maturity and concern for others in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many other nations. The twenty-four hour association and friendship that a boarding school provides can do much to enhance each boy's ability to understand and to appreciate the attitudes and mores of those from differing geographic, economic, cultural, and ethnic backgrounds.

To assure the desired cross section, the Academy bases its admissions on evidence of a boy's merit without regard to his family's ability to pay the school's full annual charge. Successful candidates in need of financial assistance receive grants-in-aid or loans or combinations of both, the amounts of which depend solely on the financial circumstances of their families. Each year the Admissions Committee selects from approximately twelve hundred candidates the three hundred most promising and deserving boys, though many of them are unable to pay the full \$2,700 all inclusive fee. Among the entire student body over two hundred and sixty boys receive awards averaging about \$1,900. Thanks to the generosity of a large number of alumni and other friends, approximately \$555,000 is available in 1971 to provide financial assistance for those who are judged eligible strictly on the basis of need. Of this amount over \$190,000 is reserved for new boys.

Boys are admitted annually to each of the four classes in approximately the following numbers: ninth grade (Junior), 125; tenth grade (Lower Middle), 100; eleventh grade (Upper Mid-

dle), 50; twelfth grade (Senior and Postgraduate), 25. Unlike some schools, the Academy does not consider attendance for the full four years essential.

FINANCIAL AID

Scholarships vary in amount according to the applicant's need, ranging from \$250 to the full amount of \$2,700. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance varies in amount from \$25 to \$175 for each of three round-trips, depending on the distance of the student's home from Andover.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. Normally, all awards of \$500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

APPLICATION PROCEDURES

The closing date for receiving applications is normally January 1 (except for Postgraduates). Strong priority is given to those candidates who complete the full admissions procedure by January 15.

The Four Steps for Application

- I Submit the accompanying Preliminary Application card and \$10.00 fee.

Time: When the decision to apply is made.

The non-returnable \$10.00 fee, payable to the Trustees of Phillips Academy, is required unless specifically waived by the Admissions Office.

- II Have a personal interview.

Time: Normally well before January 15 of the year of proposed admission.

An interview is required of all applicants. A visit to the Academy is highly desirable as it gives the candidate a chance to have his questions answered and to see the school for himself.

If a candidate cannot arrange such a visit, he or his family should make an appointment with a nearby alumni representative (see listing on pages 140-147). An appointment with the representative should be made directly with the man himself, not through the Academy office.

All appointments at the Academy should be made in advance, preferably by telephone. Calls to arrange appointments should be made to the Secretary of the Director of Admissions. Telephone 617:475-3400. Office hours: Monday through Friday 9:00-5:00, Saturday 9:00-12:00. The Admissions Office does not usually schedule interviews from January 15 to March 1, nor on Saturdays during Academy vacations (see page 149 for the school-year calendar).

- III Return the Final Application forms.

Time: All forms are normally mailed in mid-November to candidates who have completed step I for admission the following fall. They should all be returned within three weeks of receipt. (Late applicants should see that they are returned immediately.)

- IV Take the Secondary School Admission Test.

Time: December 12, 1970.

The Secondary School Admission Test is required of all except Senior and Postgraduate candidates. It is particularly important to take the December 12 administration of the test even though the candidate has taken it previously. It will be given on that day by the Educational Testing Service at centers throughout the United States and many foreign countries. The December test is required of all candidates who initiate application in time to register for it.

The test will also be given on January 30, April 3, and May 15, 1971, but it is unlikely that room will be available for boys who take it in February. The April and May tests are too late for 1971 applications but may be used to provide a trial run for 1972 candidates.

A Bulletin of Information for Candidates, published by the Educational Testing Service, Princeton, N.J. 08540, will be sent to all 1971 candidates who have filed the Preliminary Application card.

Senior Class Candidates

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take the Preliminary Scholastic Aptitude Test or the College Board Scholastic Aptitude Test. They must request the College Board *in writing after the test date* to send Phillips Academy the result of *all* Board tests taken. A check or money order for \$2.00 must accompany the request.

The limited number of well qualified Postgraduates admitted each year are treated as full-fledged members of the Senior Class and are eligible for all school activities and teams. Because of their credit position they frequently have the opportunity to exercise maximum flexibility in course selections.

Acceptance Dates

Candidates for 1971 may expect notification of action as soon as possible after February 25 and certainly before March 15, when parents will normally be required to confirm admission by \$100 deposit or otherwise.

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory academic and general record for the balance of the year.

Placement Examinations and Preparation for Them

Applicants who have been admitted to the Academy will normally be expected to write subject matter placement exams on or about Friday, May 21. The Admissions Office may exempt boys with outstanding records and strong Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their present schools or at home.

Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the \$100 deposit confirming acceptance of admission.

As an additional placement aid, candidates may wish to acquire *Curriculum Suggestions*, four pamphlets covering English, Math, Latin and Modern Language. They are published by the National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109. The previous year's examinations in each subject at each level are included.

Please note that Phillips Academy does not require the study of a foreign language prior to admission.





TRUSTEES

DONALD HOLMAN McLEAN, JR. '28 LL.B. <i>Elected 1958, Elected President 1968</i>	Brookline
JOHN MASON KEMPER, A.M., L.H.D., Litt.D., LL.D., <i>Clerk</i> <i>Elected 1948</i>	Andover
CHARLES STAFFORD GAGE '21, A.M., <i>Treasurer</i> <i>Elected 1952, Elected Treasurer 1966</i>	New Haven, Conn.
BROMWELL AULT '18, S.B. <i>Elected 1953</i>	New York, N.Y.
JOHN USHER MONRO '30, A.B. <i>Elected 1958</i>	Birmingham, Ala.
THOMAS LEE PERKINS '24, LL.B. <i>Elected 1959</i>	Rye, N.Y.
ROBERT LIVINGSTON IRELAND III, '38, LL.B. <i>Elected 1960</i>	New York, N.Y.
MILTON STEINBACH '20, S.B. <i>Elected 1966</i>	New York, N.Y.
GEORGE HERBERT WALKER BUSH '42, A.B. <i>Elected 1967</i>	Houston, Texas
JOHN LEWIS COOPER '31, A.B. <i>Elected 1968</i>	Needham
PHILIP KIRKHAM ALLEN '29, A.B. <i>Elected 1969</i>	Andover
CHARLES APPLETON MEYER '35, A.B. <i>Elected 1969</i>	Washington, D.C.
GERARD PIEL '33, A.B., D.Sc., Litt.D., L.H.D., LL.D. <i>Elected 1969</i>	New York, N.Y.

ALUMNI TRUSTEES

WILLIAM SPERRY BEINECKE '32, LL.B. <i>Elected 1968 for three years</i>	Summit, N.J.
WILLIAM WADE BOESCHENSTEIN '44, S.B. <i>Elected June 1969 for three years</i>	Perrysburg, Ohio
FRANK SIDNEY JONES '46, A.B. <i>Elected 1970 for three years</i>	Newton
ANTHONY MARTIN SCHULTE '47, M.B.A. <i>Ex Officio for one year as President of the Alumni Association</i>	New York, N.Y.

TRUSTEES EMERITI

CHAUNCEY BREWSTER GARVER '04, LL.B. <i>1947-1960</i>	Oyster Bay, N.Y.
SUMNER SMITH '08, A.B. <i>1956-1960</i>	Lincoln
HENRY WISE HOBSON '10, D.D., LL.D. <i>1937-1966 (President 1947-1966)</i>	Cincinnati, Ohio
JAMES PHINNEY BAXTER, 3RD '10, PH.D., LITT.D., L.H.D., D.Sc., LL.D. <i>1942-1966</i>	Williamstown
FREDERICK GOODRICH CRANE '15, A.B. <i>1957-1967</i>	Dalton
STEPHEN YOUNG HORD '17, A.B. <i>1963-1968</i>	Lake Forest, Ill.
JOHN PETERS STEVENS, JR. '15, A.B. <i>1948-1969 (President 1966-1968)</i>	Edison, N.J.

FACULTY

JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D. <i>Headmaster</i>	Elected 1948
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover 1907-1944
ALICE THACHER WHITNEY <i>Recorder, Emerita</i>	Andover 1902-1950
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish, Emeritus</i>	Pepperell 1918-28, 1935-52
MONTVILLE ELLSWORTH PECK <i>Instructor in Physical Education, Emeritus</i>	North Bridgton, Me. 1916-1955
GUY JOHNSON FORBUSH, A.B. <i>Instructor in French, Emeritus</i>	Andover 1917-1920, 1924-1955
ARTHUR BURR DARLING, PH.D. <i>Instructor in History, Emeritus</i>	Washington, D.C. 1917-1918, 1933-1958
DOUGLAS MANSOR DUNBAR, A.M. <i>Instructor in Mathematics, German, and Bible, Emeritus</i>	Andover 1942-1958
M. LAWRENCE SHIELDS, A.B. <i>Instructor in Biology and Secretary of the Academy, Emeritus</i>	Marblehead 1923-1960

ROSCOE EDWIN EVERETT DAKE, S.B. <i>Instructor in Chemistry, Emeritus</i>	Andover 1921-1961
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin, Emeritus</i>	Andover 1940-1962
MILES STURDIVANT MALONE, PH.D. <i>Instructor in History, Emeritus</i>	Daytona Beach, Fla. 1937-1962
ELIZABETH EADES, A.B. <i>Director of the Library, Emerita</i>	Williamsburg, Va. 1929-1963
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English, Emeritus</i>	Andover 1933-1963
EMORY SHELBY BASFORD, A.B. <i>Instructor in English, Emeritus</i>	Andover 1929-1964
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French, Emeritus</i>	Naples, Fla. 1937-1964
JOHN SEDGWICK BARSS, A.M. <i>Instructor in Physics, Emeritus</i>	Andover 1923-1965
DONALD MILLER CLARK, M.D. <i>Medical Director, Emeritus</i>	Williamson, W.Va. 1954-1965
ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry, Emeritus</i>	Madison, Conn. 1943-1965
GEORGE GRENVILLE BENEDICT, A.M. <i>Dean of Students, Emeritus</i>	Providence, R.I. 1930-32, 1933-67
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French, Emeritus</i>	McIndoe Falls, Vt. 1925-1967
ALAN ROGERS BLACKMER, L.H.D. <i>Dean of the Faculty, Emeritus</i>	Andover 1925-1968
KENNETH SMITH MINARD, A.M. <i>Assistant Dean of Students, Emeritus</i>	North Bridgton, Me. 1928-1968
ALFRED GRAHAM BALDWIN, D.D. <i>Instructor in Religion, Emeritus</i>	Andover 1930-1968
DOUGLAS SWAIN BYERS, A.M. <i>Director of the Robert S. Peabody Foundation, Emeritus</i>	Andover 1933-1968
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics, Emeritus</i>	Andover 1944-1968
BARTLETT HARDING HAYES, JR., A.B. <i>Director of the Addison Gallery of American Art, Emeritus</i>	Rome, Italy 1933-1969
FREDERICK JOHNSON, SC.D. <i>Director of the Robert S. Peabody Foundation, Emeritus</i>	Andover 1936-1969
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French, Emeritus</i>	? 1936-1970
WALTER GIERASCH, A.B. <i>Instructor in English, Emeritus</i>	Pacific Grove, Calif. 1941-1970
LEONARD FRANK JAMES, A.M. <i>Instructor in History, Emeritus</i>	? 1932-1970
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English, Emeritus</i>	Andover 1941-1970
HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller, Emeritus</i>	Andover 1951-1970



GEORGE KNIGHT SANBORN, S.B. <i>Instructor in Biology on the Ammi Wright Lancashire Foundation</i> <i>Warden of the Moncrieff Cochran Sanctuary</i>	1928
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics on the Jonathan French Foundation</i>	1931
*JAMES RUTHVEN ADRIANCE, A.B. <i>Assistant to the Headmaster</i>	1934
ALSTON HURD CHASE, PH.D. <i>Instructor in Greek and Latin on the Independence Foundation</i> <i>Teaching Endowment</i> <i>Instructor in History</i> <i>Chairman of the Classics Department</i>	1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English and Public Speaking on the Alfred Lawrence</i> <i>Ripley Foundation</i>	1934
FRANK FREDERICK DICLEMENTE, S.B. <i>Instructor in Physical Education</i>	1935
JAMES HOOPER GREW, D. ÈS L. <i>Instructor in French on the Independence Foundation Teaching</i> <i>Endowment</i> <i>Chairman of the Modern Languages Division</i>	1935
FREDERICK SCOULLER ALLIS, JR., L.H.D. <i>Instructor in History on the Martha Cochran Foundation</i> <i>Chairman of the History Department</i>	1936
STEPHEN STANLEY SOROTA, S.B. <i>Instructor in Physical Education</i>	1936
* On leave of absence.	

STEPHEN WHITNEY, A.M.	1936
<i>Instructor in French on the Elizabeth Milbank Anderson Foundation</i>	
<i>Chairman of the French Department</i>	
HART DAY LEAVITT, A.B.	1937
<i>Instructor in English</i>	
WILLIAM HAYES BROWN, A.M.	1938
<i>Instructor in English on the Emilie Belden Cochran Foundation</i>	
<i>Chairman of the English Department</i>	
RICHARD SAWYER PIETERS, A.M.	1938
<i>Instructor in Mathematics on the Alfred Ernest Stearns Foundation</i>	
<i>Chairman of the Mathematics Department</i>	
ROBERT WHITTEMORE SIDES, A.B.	1938
<i>Instructor in Mathematics</i>	
<i>Director of Admissions</i>	
HARPER FOLLANSBEE, ED.M.	1940
<i>Instructor in Biology on the Samuel Harvey Taylor Foundation</i>	
<i>Chairman of the Biology Department</i>	
JOSEPH RITTENHOUSE WEIR DODGE, A.M.	1944
<i>Instructor in English</i>	
FREDERICK ALMOND PETERSON, A.M.	1946
<i>Director of Research and Evaluation</i>	
ALLAN GEORGE GILLINGHAM, PH.D.	1947
<i>Instructor in Latin and Greek on the John Charles Phillips Foundation</i>	
PETER QUACKENBUSH MCKEE, ED.M.	1947
<i>Instructor in Physics and Chemistry on the Cecil F. P. Bancroft Foundation</i>	
<i>Chairman of the Physics Department</i>	
<i>Scheduling Officer</i>	
GORDON GILMORE BENSLEY, A.B.	1949
<i>Instructor in Art</i>	
<i>Chairman of the Arts Division</i>	
JOHN RICHARD LUX, M.S.ED.	1949
<i>Instructor in Mathematics</i>	
WILLIAM LOUIS SCHNEIDER, MUS.ED.B.	1949
<i>Instructor in Music</i>	
WILLIAM RUSSELL BENNETT, JR., A.B.	1950
<i>Executive Assistant to the Headmaster</i>	
WILLIAM JOHN BUEHNER, A.M.	1950
<i>Instructor in Latin</i>	
SIMEON HYDE, JR., A.M.	1950
<i>Dean of the Faculty</i>	
FREDERIC ANNESS STOTT, A.B.	1951
<i>Dean of Administration and Development</i>	
*PHILIP BROWNLIE WELD, M.S.	1951
<i>Instructor in Chemistry and Physics on the George Peabody Foundation</i>	
<i>Chairman of the Chemistry Department</i>	
WILLIAM FRANKLIN GRAHAM, B.S.	1952
<i>Instructor in Mathematics</i>	
<i>Associate Dean of Students and Excusing Officer</i>	

* On leave of absence.

FRED HAROLD HARRISON, A.M. <i>Instructor in History and Physical Education</i> <i>Chairman of the Athletic Department</i>	1952
JOHN CLAIBORNE McCLEMENT, ED.M. <i>Instructor in Mathematics</i>	1952
JOSHUA LEWIS MINER, III, A.B. <i>President, Outward Bound, Incorporated</i>	1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i> <i>Chairman of the Spanish Department</i>	1953
SHERMAN FREDERICK DRAKE, ED.M. <i>Instructor in Mathematics</i>	1953
EDMOND EMERSON HAMMOND, JR., SC.M. <i>Instructor in Mathematics, Physics, and Chemistry</i>	1953
LOUIS JOHN HOITSMA, JR., ED.M. <i>Instructor in Mathematics, Schoolboys Abroad, Barcelona, Spain</i>	1953
ROBERT PENNIMAN HULBURD, A.M. <i>Director of College Placement</i>	1953
DALTON HUNTER MCBEE, A.B. <i>Admissions Officer and Director of Financial Aid</i>	1953
ALBERT KARL ROEHRIG, ED.D. <i>School Psychologist</i>	1954
ROBERT EDWIN LANE, A.M. <i>Instructor in Latin and Russian</i> <i>Chairman of the Russian Department</i>	1955
HAROLD HOLMES OWEN, JR., A.M. <i>Instructor in English</i>	1955
THOMAS JOSEPH REGAN, A.M. <i>Instructor in English</i>	1955
WILLIAM BIGGS CLIFT, JR., MUS.ED.B. <i>Instructor in Music</i> <i>Chairman of the Music Department</i>	1956
FRANK McCORD ECCLES, A.M. <i>Instructor in Mathematics</i>	1956
RICHARD VALENTINE HEALY, P.E. <i>Director of Physical Plant</i>	1956
HARRISON SCHUYLER ROYCE, JR., M.I.A. <i>Instructor in History</i>	1956
GERALD SHERTZER, M.F.A. <i>Instructor in Art</i> <i>Chairman of the Art Department</i>	1957
JOHN FRANK BRONK <i>Instructor in Physical Education and Physiotherapist</i>	1958
GEORGE WILLIAM BEST, A.M. <i>Instructor in Mathematics</i>	1958
CLEMENT MORELL, A.M. <i>Instructor in Mathematics</i>	1958
FREDERIC ARNOLD PEASE, JR., B.D. <i>Instructor in Religion</i>	1958

JOHN RICHARDS, II, M.A.T. <i>Instructor in History</i> <i>Dean of Students</i>	1959
WILLIAM ABBOT MUNROE, A.B. <i>Comptroller</i>	1960
JOHN PATTEN CHIVERS, A.M. <i>Instructor in German</i> <i>Chairman of the German Department</i>	1960
CARL EDWARD KRUMPE, JR., A.M. <i>Instructor in Classics</i>	1960
WILLIAM LAWRENCE MARKEY, A.M. <i>Instructor in French</i>	1954-1957, 1960
THOMAS REES, Ph.D. <i>Instructor in Chemistry</i>	1960
FRANK DEWITT THORNTON, B.M.ED. <i>Instructor in Music</i>	1960
GEORGE HOWARD EDMONDS, ED.M. <i>Instructor in English</i>	1961
EDWARD MOSELEY HARRIS, S.B. <i>Instructor in Spanish</i> <i>Administrator, Schoolboys Abroad</i>	1961
CRAYTON WARD BEDFORD, A.M. <i>Instructor in Mathematics</i>	1962
ALFRED JAMES COULTHARD, S.B. <i>Instructor in Physical Education</i>	1962
*WAYNE ANDREW FREDERICK, Ph.M. <i>Instructor in History</i>	1962
*ROBERT ANDREW LLOYD, ARCH.B. <i>Instructor in Art</i>	1962
CHARLES WALDO SMITH, A.B. <i>Alumni Secretary</i> <i>Executive Director, The Alumni Fund</i>	1962
ALANSON PERLEY STEVENS, III, A.M. <i>Instructor in German and Russian</i>	1962
THOMAS TOLMAN LYONS, M.A.T. <i>Instructor in History</i>	1963
BARBARA McDONNELL, A.B., S.B. <i>Director of the Library</i>	1963
*MEREDITH PRICE, M.A.T. <i>Instructor in English</i>	1963
ALEXANDER ZABRISKIE WARREN, M.A.L.S. <i>Instructor in Mathematics</i>	1963
CHRISTOPHER CAPEN COOK, M.F.A. <i>Instructor in Art</i> <i>Director of Addison Gallery of American Art</i>	1964
VINCENT PASCUCCI, A.M. <i>Instructor in Classics</i>	1964
DANIEL DRETZKA OLIVIER, A.M. <i>Instructor in French</i>	1964

* On leave of absence.

Faculty

115

CLARK ALVORD VAUGHAN, A.M. <i>Instructor in Spanish</i>	1964
RONN NELS MINNÉ, PH.D. <i>Instructor in Chemistry</i> <i>Director of the Summer Session</i>	1965
ANGEL RUBIO Y MAROTO, A.M. <i>Instructor in Spanish</i>	1965
NATHANIEL BALDWIN SMITH, A.M. <i>Instructor in Mathematics</i>	1965
HALE STURGES, II, A.M. <i>Instructor in French</i>	1965
TIMOTHY COOLEY CALLARD, A.M. <i>Instructor in Religion</i>	1966
THOMAS EDWARD CONE, III, S.B. <i>Instructor in Biology</i>	1966
MICHAEL EDWARD MOSCA, M.B.A. <i>Director of Accounting</i>	1966
DAVID ALBERT PENNER, A.M. <i>Instructor in Mathematics</i>	1966
JOHN GIBSON TOMLINSON, S.B. <i>Instructor in Spanish</i> <i>Director, Schoolboys Abroad, Barcelona, Spain</i>	1966
JAMES RAE WHYTE, S.T.M. <i>Instructor in Religion</i> <i>Chairman of the Religion Department</i>	1966
KENNETH KELLY WISE, A.M. <i>Instructor in English</i>	1966



JAMES LEIGHTON BUNNELL, A.M. <i>Instructor in History</i>	1967
*JOHN ROBERT LESLIE DENT, A.B. <i>Instructor in History</i>	1967
JOSEPH BELLEAU WENNIK, A.M. <i>Instructor in German</i>	1967
JAMES ROBERT WILSON, Ph.D. <i>Instructor in Science</i>	1967
HAMILTON KENT ALLEN, A.B. <i>Instructor in English</i>	1968
SAMUEL IRVINE ALLISON ANDERSON, A.M. <i>Instructor in French</i>	1968
DAVID OWEN COBB, A.B. <i>Instructor in English</i>	1968
DONALD HAVERSTICK GOODYEAR, JR., Ph.D. <i>Instructor in English</i>	1968
FRANK LEE HANNAH, A.M. <i>Instructor in Mathematics</i>	1968
ALOYSIUS JOHN HOBAUSZ, S.B. <i>Director of the Audio-Visual Center</i>	1968
NICHOLAS VAN HOUTEN KIP, A.M. <i>Instructor in Classics</i>	1968
CHRISTOPHER DUNBAR KIRKLAND, A.M. <i>Instructor in English</i>	1968
JOHN KENNEDY McMURRAY, M.A.T. <i>Instructor in Art</i>	1968
RICHARD STOCKTON MACNEISH, Ph.D. <i>Instructor in Archaeology</i> <i>Director of the Robert S. Peabody Foundation for Archaeology</i>	1968
THOMAS JOSEPH SEXTON, Ed.M. <i>Instructor in Physical Education</i>	1968
CHARLES EMORY APGAR, M.A.T. <i>Instructor in Physics</i>	1969
CHRISTOPHER LLOYD BULLOCK, Dip.Ed. <i>Instructor in Physics</i>	1969
JERRY FOSTER, A.M. <i>Instructor in English</i> <i>Dean and Director of Admissions, The Andover Summer Session</i> <i>Chairman, The Andover Evening Study Program</i>	1969
THOMAS ROBERT HAMILTON, M.A.T. <i>Instructor in Biology</i>	1969
JOHN MACDONALD SNYDER <i>Instructor in Art</i>	1969
PAUL BARRY CROOK <i>Director of Special Activities</i>	1969
ROGER ELLIOT COLE, M.B.A. <i>Director of Personnel</i>	1969
PETER JOSEPH BALEYKO, S.B. <i>Assistant to the Comptroller</i>	1970

* On leave of absence.

Faculty

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JOHN HOPKINS FENTON	1970
<i>Director of Information</i>	
JAMES GILLESPIE LEAF, A.B.	1970
<i>Admissions Officer</i>	
CARROLL WESLEY BAILEY, A.B., J.D.	1970
<i>Associate Dean of Students</i>	
FRANCIS EMANUEL BELLIZIA, JR., A.M.	1970
<i>Instructor in English</i>	
F. PETER DZWONKOSKI, JR., PH.D.	1970
<i>Instructor in English</i>	
DONALD WATT GARDNER, JR., A.M.	1970
<i>Instructor in History</i>	
JACK KENYON HARRIS, M.A.T.	1970
<i>Instructor in Biology</i>	
PAUL KALKSTEIN, M.A.T.	1970
<i>Instructor in English</i>	
JAMES LAWRENCE KEEGAN, A.M., Ed.M.	1970
<i>Instructor in English</i>	
CATHERINE JEANNE KIRKLAND, LICENCE ES LETTRES, MAITRESSE	1970
<i>Instructor in French</i>	
GRANT WILLIS MALLETT, B.D.	1970
<i>Instructor in Religion</i>	
STEPHEN PIKE MARX, A.B.	1970
<i>Instructor in English and Art</i>	
JEAN EDGAR LOUIS RAYNAUD, AGRÉGÉ D'ANGLAIS	1970
<i>Instructor in French</i>	
GILBERT TENNANT SEWALL, II, A.M.	1970
<i>Instructor in History</i>	
EDWARD BREWER SISSON, A.M.	1970
<i>Instructor in Anthropology</i>	
<i>Associate Director of the Robert S. Peabody Foundation for</i>	
<i>Archaeology</i>	
FRANCIS GORDON SOULE, JR., M.D.	1970
<i>Medical Director</i>	
HENRY BOND WILMER, JR., A.B.	1970
<i>Instructor in French</i>	
JACK SAUL ZUCKER, A.M.	1970
<i>Instructor in English</i>	
GENE PYLE, A.B.	1966, 1970
<i>Wingate Paine Fellow in Photography</i>	
FERNANDO LUIS GONZALEZ, A.B.	1970
<i>Teaching Fellow in Art</i>	
GEORGE BOOKER NEVIUS, A.B.	1970
<i>Teaching Fellow in English</i>	
JOHN JOSEPH PATRICK, III, A.B.	1970
<i>Teaching Fellow in Spanish and Social Studies</i>	
HARRY MARK ST. JOHN, III, B.S.E.	1970
<i>Teaching Fellow in Physics</i>	
WARREN KEITH YOUNG, A.B.	1970
<i>Teaching Fellow in Mathematics</i>	
BARBARA OPTON MASSER, A.B.	1970
<i>Associate Instructor in Psychology</i>	
STUART ALAN PIZER, A.B.	1970
<i>Associate Instructor in Psychology</i>	

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:30 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras. Receptionist (telephone 617-475-3400), during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, L.H.D., LITT.D., LL.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

OFFICE OF THE EXECUTIVE ASSISTANT TO THE HEADMASTER

WILLIAM RUSSELL BENNETT, JR., A.B., *Executive Assistant to the Headmaster*
MRS. MERRILL B. WILDER, *Secretary to the Executive Assistant to the Headmaster*

ADMISSIONS OFFICE

ROBERT WHITTEMORE SIDES, *Director of Admissions*
DALTON HUNTER MCBEE, A.B., *Admissions Officer and Director of Financial Aid*
JAMES GILLESPIE LEAF, A.B., *Admissions Officer*
HARPER FOLLANSBEE, ED.M., STEPHEN WHITNEY, A.M., *Interviewing Officers*
MRS. VIVIAN A. O'DONNELL, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

SIMEON HYDE, JR., A.M., *Dean of the Faculty*
MRS. VIRGINIA N. SHEEHAN, *Secretary to the Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

JOHN RICHARDS, II, M.A.T., *Dean of Students*
WILLIAM FRANKLIN GRAHAM, S.B., *Associate Dean of Students and Excusing Officer*
CARROLL WESLEY BAILEY, A.B., J.D., *Associate Dean of Students*
PAUL BARRY CROOK, *Director of Special Activities*
PETER QUACKENBUSH MCKEE, ED.M., *Scheduling Officer*
MRS. JANE H. MUNROE, *Recorder*
MRS. YVONNE SWARTWOUT, *Secretary to the Associate Dean of Students*
MRS. LOIS L. SIEGEL, *Secretary to the Dean of Students*
MRS. ALICE PERSICHETTI, *Secretary to the Excusing Officer*

OFFICE OF COLLEGE PLACEMENT

ROBERT PENNIMAN HULBURD, A.M., *Director of College Placement*
TIMOTHY COOLEY CALLARD, A.M., *Assistant Director of College Placement*
MRS. DIANE N. KNIPE, *Secretary to the Director of College Placement*

SUMMER SESSION

RONN NELS MINNÉ, PH.D., *Director*
JERRY FOSTER, A.M., *Dean and Director of Admissions*
MRS. EDITH JAKO, *Office Manager*

OFFICE OF RESEARCH AND EVALUATION

FREDERICK ALMOND PETERSON, A.M., *Director*
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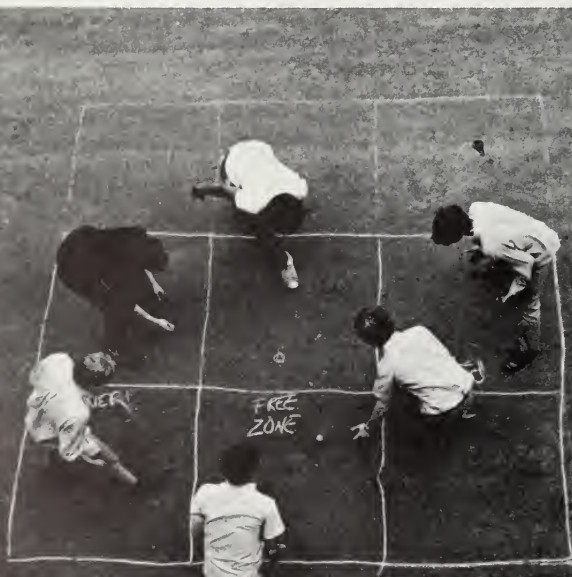
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- U Govan, James Gardner
Swarthmore, Pa.
- L Graham, Russell Dale
Chicago, Ill.
- J Graichen, Dana Fred
Methuen, Mass.
- L Grant, Patrick Joseph
Milton, Mass.
- U Gravalles, David Michael
Andover, Mass.
- S Green, Lewis Stephen
Lawrence, Mass.
- L Green, Richard Steven
Manchester, N.H.
- J Greene, Bruce William
Cleveland, Ohio
- J Griffin, Michael David
Dysart, Iowa
- U Griffin, Richard Wiswall
Salem, Mass.
- U Grillo, Michael Henry
Andover, Mass.

H

- J Hackett, James Edward, Jr.
Cranston, R.I.
- L Hadley, Nicholas John
New York, N.Y.
- L Hall, Timothy Andrew
McLean, Va.
- L Halley, Michael Rudolph
New York, N.Y.
- U Halley, Peter Rudolph
New York, N.Y.
- L Hallowell, Henry Richardson, III
Haverford, Pa.
- U Hamilton, Gregg Ross
APO, New York, N.Y.
- J Hammer, Gregory Benson
Highland Park, Ill.
- J Haney, Christopher Jerome
Washington, D.C.
- L Hardenbergh, Evan Scott
Fairfield, Conn.
- U Harding, Louis Branch
Andover, Mass.
- S Harman, Thomas Dean
Rowayton, Conn.
- L Haroutunian, Paul Bruce
Peabody, Mass.
- S Harris, Nicholas Bennett
New York, N.Y.
- S Harris, Peter Bridge
Laconia, N.H.
- L Harrison, Enoch Fredrick
Chicago, Ill.
- J Harsch, David Randall
Weston, Mass.
- J Harshman, Edward Jay
New York, N.Y.
- U Hart, Austin Dickinson
New Canaan, Conn.
- J Hatton, Gregory Macauley
Grand Haven, Mich.
- U Haydock, Walter Howe, III
New York, N.Y.
- S Healey, John Henry
West Newton, Mass.
- L Hearey, Clement James
Oaklyn, N.J.
- U Hearne, Robert Bickford, Jr.
Dedham, Mass.
- S Hearty, Owen Eugene
Marblehead, Mass.
- U Hedges, Jeffrey Leland
Washington, D.C.
- S Heidrich, Arthur Grant, 3rd
Peoria, Ill.
- L Heidrich, William Pindell
Peoria, Ill.
- L Heller, Mark Jeffry
Johnstown, Pa.
- U Hepburn, Jeffrey Byron
Hallandale, Fla.
- S Herron, Frank Farnum
Worcester, Mass.
- L Herzeca, Christian Stephen
Babylon, N.Y.
- L Hetzler, Peter Theodore
Rumson, N.J.
- U Hewitt, Thomas Denison, II
Calgary, Alta.
- L Heywood, Charles Walker
Dhahran, Saudi Arabia
- U Hickox, Steven Webster
Waterville, Me.
- S Higbie, Carlton Milo
Grosse Pointe Farms, Mich.
- U Hinks, Peter Pringle
Grosse Pointe, Mich.
- L Hinman, Douglas Edward
Andover, Mass.
- L Hirschler, Charles
New York, N.Y.
- L Hoch, Steven George
Irvington-on-Hudson, N.Y.
- S Hoffman, Paul David
Grand Rapids, Mich.
- S Hoffman, Stephen Howard
Atherton, Calif.
- L Hoffmann, William John, III
Rizal, P.I.
- S Holmes, Christopher
New Paltz, N.Y.
- U Hooper, Philip Mulford
Owings Mills, Md.
- U Horrigan, Robert Angus
Penn Yan, N.Y.
- J House, Seymour Baker
Payson, Ill.
- J Howard, Jeffrey Exton
Washington, D.C.
- S Howes, David Graham
New York, N.Y.
- L Howes, Lewis Verlie
Calgary, Alta.
- L Hsieh, David Arthur
White Plains, N.Y.
- S Hudson, William Lawrence
Concord, Mass.
- S Hughes, John Mather, III
Dover, Mass.
- U Hughes, Scott Richard
Dover, Mass.
- L Hulbert, Jonathan Hanni
Brooklyn, N.Y.
- J Huth, Alan Hooker
Wayne, Ill.

I

- J Ingram, John
New York, N.Y.
- L Iwahara, Makoto
New York, N.Y.

J

- U Jackson, Donald Conrad
Potomac, Md.
U Jefferson, Dennis Vernet
Washington, D.C.
J Jensen, Peter Michaelen
New York, N.Y.
J Jewkes, Alan James
State College, Pa.
U Johnson, Frederick Spencer, Jr.
Westfield, N.Y.
L Johnson, James David
Barrington, R.I.

- L Johnson, Robert Lee
Langdale, Ala.
U Johnson, Robert S., III
Newton, Mass.
U Jones, Marshall Ramsey
Statesville, N.C.
U Jones, Michael Orlando
Memphis, Tenn.
J Jordan, Frederick Winthrop
Chevy Chase, Md.
U Just, Arthur Albert, Jr.
Mexico, D.F., Mexico

K

- S Kahn, Hamilton Rice
New York, N.Y.
U Kann, Philip James
Los Altos, Calif.
S Kannan, Michael Dempsie
Andover, Mass.
S Kaplan, Paul Henry Daniel
Northampton, Mass.
J Kaplan, William Bruce
Nanuet, N.Y.
S Karlin, Richard Myer
New Orleans, La.
U Kaufman, Alan John
Rockland, Mass.
L Kawano, David Shohei
Stockton, N.J.
J Kawano, Jonathan Jiro
Stockton, N.J.
U Kayden, Jerold Seth
Irvington, N.Y.
L Kazickas, Alexander Kestutis
New Rochelle, N.Y.
L Keatinge, Richard Harte
Wilmington, Vt.
U Keefe, Charles Baker
Palos Verdes Peninsula, Calif.
U Kellogg, Peter Fuller
Weston, Mass.
S Kelly, Mark Carroll
Rye, N.Y.
U Kelsey, Peter Baker
Rye, N.Y.
S Kendall, Richard Becker
Princeton, N.J.
S Kenna, Michael Earl
Atlanta, Ga.
U Kent, Bradley Dewey
Andover, Mass.
L Keogh, John, III
Norwalk, Conn.
J Kerins, William Francis
North Andover, Mass.
S Kibbe, Peter Sherwin
Hudson, Ohio

- L Kiffney, Gustin Thomas, III
Chapel Hill, N.C.
S Killham, Edward Leo, III
Bethesda, Md.
J Kimball, Christopher Ward
Andover, Mass.
U Kimble, Roger, III
Oakland, Calif.
S King, Charles Harding
New City, N.Y.
J King, William Davies, Jr.
Canton, Ohio
L Kirkland, Marshall Hoadley
New York, N.Y.
L Kita, Jefferson Allan
Chelmsford, Mass.
S Kitching, Blair Scott
Topsfield, Mass.
L Klosowicz, Peter Christopher
Lowell, Mass.
L Knapp, Frederic Harris
West Redding, Conn.
U Knights, David Holmes
Georgetown, Mass.
L Koch, John Lester, III
Pittsburgh, Pa.
U Koerner, Henry, III
Tucson, Ariz.
L Kontos, Stephen Leigh
Washington, D.C.
S Korba, John Alan
Andover, Mass.
J Korba, Stephen Mark
Andover, Mass.
L Kraus, Bruce Robert
Ridgefield, Conn.
S Kreiling, Bernhard Paul
Deggendorf, West Germany
U Kuchta, Kurt John
Valley Stream, N.Y.
J Kuhn, Ronald Laurence
Mexico, D.F., Mexico
L Kwong, Joseph Cameron
San Francisco, Calif.

L

- U Lacey, Kenneth Lee
Caracas, Venezuela
- J Lacey, Ronald Dee
Caracas, Venezuela
- U Lampson, Louis Charles
Ipswich, Mass.
- S Lange, Erwin
Absecon, N.J.
- S Langworthy, Timothy Harvard
Marblehead, Mass.
- J Lasman, Daniel Arthur
Wilmington, Mass.
- L Lawrence, Mark, Jr.
New York, N.Y.
- U Lawrence, Richard Harris, III
Westminster, Mass.
- U Lawrence, Steven Thomas
New York, N.Y.
- L Laws, Michael Barton, Jr.
Madison, Conn.
- J Lazo, Donald Minshall, II
San Juan, P.R.
- L Leahey, Robert Egan
Andover, Mass.
- S Leahy, Thomas Anthony
Fort Belvoir, Va.
- U Lee, Chien
Hong Kong, British Crown Colony
- U Lee, Vaughan, Jr.
Newtown, Conn.
- L Leggett, Anthony Lisenard
New York, N.Y.
- U Leicht, Eugene Michael
St. Louis, Mo.
- S Lentz, Douglas Allan
Woburn, Mass.
- S Leonardi, Joseph Anthony
Andover, Mass.
- S Leone, Nicholas Dean
Hollywood, Fla.
- J Lewis, Garret Guy
Westbury, N.Y.
- S Lindsay, John David, III
Fairmont, W. Va.
- J Lindsay, Peter Vliet
Syosset, N.Y.
- J Lindsay, Richard David, Jr.
Andover, Mass.
- L Lineaweaver, Toby Tilghman
Woods Hole, Mass.
- S Little, Joseph Holder
Greensboro, N.C.
- L Littlefield, James Patrick
Charlotte, Vt.
- L Liu, Sheridan Wang
Dayton, Ohio
- U Livada, Evan Bradford
Cape Elizabeth, Me.
- U Livingston, Stanley, III
Providence, R.I.
- U Lobsenz, James Elliot
Westport, Conn.
- S Lockhart, Thomas Alan
Amherst, Mass.
- L Logan, William Ward
Boothbay Harbor, Me.
- S Logsdon, John Michael
Hockessin, Del.
- U Lombardi, John Leonard
North Andover, Mass.
- U Lombardo, Dennis Robert
Quincy, Mass.
- S Longley, James Bernard, Jr.
Lewiston, Me.
- U Loring, George Gardner, Jr.
Manchester, Mass.
- J Louie, Alan Kuo-hin
Chicago, Ill.
- S Luby, Thomas Stewart
Meriden, Conn.
- J Lux, David Edward
Andover, Mass.
- U Lybrand, Gary George
Andover, Mass.
- L Lyman, Chester Tynes
Columbus, Ohio
- S Lynch, John Francis, III
Mexico, D.F., Mexico

M

- S McAvity, James Douglas
Greenwich, Conn.
- S McBee, Coles Hunter
Andover, Mass.
- L McBee, Joel Eaton
Andover, Mass.
- L McCall, Kevin
Greenwich, Conn.
- S McCallum, Peter Clark
Cold Spring, N.Y.
- J McChristian, Timothy Claude
Los Angeles, Calif.
- L McClain, Michael Gerard
Evansville, Ind.
- S McClendon, Freddie Drake
Oakland, Calif.
- J McConnell, William duPont
Wilmington, Del.
- L McCracken, David Grant
Geneva, Ill.
- L McCulloh, John Russell
Chicago, Ill.
- L McDermott, Joseph Hubert
Lowell, Mass.
- U McDonald, Robert Kevin
Miami, Fla.
- L McDonnold, Michael Scott
Maracaibo, Venezuela
- L MacFarlane, Stephen Neil
Montreal, Que.
- S McGowan, Michael Vincent
Bethel Park, Pa.

- U McHarg, Richard Owen
Bedford, Mass.
- L McInnes, Rodger Warren
Camp Hill, Pa.
- S MacIver, John Robertson
Pittsburgh, Pa.
- L MacIver, Mathew Evan
Pittsburgh, Pa.
- L McKallagat, Richard Dennis, Jr.
Andover, Mass.
- U McLachlan, Robert Scott
Ridgefield, Conn.
- S McLellan, George Albert
Lagos, Nigeria
- L McManus, James Edward, Jr.
Katonah, N.Y.
- L MacNelly, John Dennis
Cedarhurst, N.Y.
- S McNitt, Robert William
Greenwich, Conn.
- L McPadden, William Joseph
Easton, Pa.
- J McPherson, Edward James
Chicago, Ill.
- L McVeety, James Eldon
Wellsburg, Iowa
- U Malo, John Francis, Jr.
Englewood, Colo.
- S Malone, Robert Emmett, Jr.
Pittsburgh, Pa.
- U Mapp, Ralph Edward
Atlanta, Ga.
- L Maroney, Walter Leo, Jr.
Andover, Mass.
- S Marshall, Jeffrey Warren
Greenwich, Conn.
- S Marshall, Steven Graham
Meadowbrook, Pa.
- L Martin, James Firth
Buenos Aires, Argentina
- U Martinez, Roberto
Miami Shores, Fla.
- S Mason, William King
North Royalton, Ohio
- S Mass, Robert Allan
Ellenville, N.Y.
- S Mathers, Richard Gale
Knoxville, Ill.
- L Mayock, James Robert
Bluffton, Ind.
- J Mead, Edward Scott
Princeton, N.J.
- J Mears, Carter Harrison
Stony Brook, N.Y.
- J Mering, Clay Westfall
Tucson, Ariz.
- U Meserole, Gregg Reinholt
Burlington, Vt.
- U Mesrobian, John Luhrs
Hinsdale, Ill.
- L Nath, Joseph William
Pittsburgh, Pa.
- J Nehrt, Chadwick Charles
Ramna, Dacca-2, E. Pakistan
- S Michals, Jonathan Bruce
Waban, Mass.
- U Mickle, Peter Wilson
New York, N.Y.
- L Miller, Langdon LeForrest
Hyattsville, Md.
- S Miller, Lawrence Robert
Glenview, Ill.
- J Miner, Daniel Gore
Andover, Mass.
- S Miner, Henry Adam
Englewood, Colo.
- U Miner, John Stevens
Andover, Mass.
- S Misztal, John
Parma, Ohio
- S Mitchell, Clark Goodell, II
Denver, Colo.
- U Mok, Christopher Wah-Chiu
Hong Kong, British Crown Colony
- L Montgomery, Robert Langford, 3rd
Newport Beach, Calif.
- U Mook, William Theodore
Greenwich, Conn.
- U Moon, John Paul Colin
Westbury, N.Y.
- L Moore, Philip Earl
Mediapolis, Iowa
- U Moore, Todd Somers
Tacoma, Wash.
- U Morris, Kenneth Wayne
Oakland, Calif.
- U Moses, Richard Cantrell, Jr.
Los Angeles, Calif.
- U Mosher, David Lawrence
Savannah, Ga.
- S Moss, Peyton Howard, Jr.
New York, N.Y.
- U Mott, Garret, III
Wilton, Conn.
- S Mueller, George Lester
Hollywood, Fla.
- L Muldrow, Michael Le-Mon
St. Louis, Mo.
- L Mullen, Lawrence John
Wakefield, Mass.
- S Munro, James Stevenson, III
Marblehead, Mass.
- J Munro, Thomas Bunce
Marblehead, Mass.
- L Murdoch, Geoffrey Howard
St. Louis, Mo.
- U Murphy, Warren Lawrence
San Francisco, Calif.
- L Murray, Jay Courtney
Norman, Okla.
- U Murray, John Reese, III
Birmingham, Ala.
- U Murray, William McGaffee, Jr.
Norman, Okla.
- N
- U Neville, Timothy David
Salt Lake City, Utah
- S Newman, William Neal
Clinton, N.C.



- L Nicholson, David Alden
Grafton, Mass.
- L Nicholson, Robert Alan
Millington, Tenn.
- U Nims, Cameron Henderson
Miami, Fla.
- U Noonan, Karl David
Macungie, Pa.
- S Nordeen, Craig William
Davenport, Iowa

- U Oakes, David Thomas
Middleboro, Mass.
- U O'Brien, Kevin Edward
Melrose, Mass.
- L O'Connor, Francis Patrick
Oklahoma City, Okla.
- S O'Donnell, Robert Todd
Westfield, Mass.
- J Oliva, George, III
Gates Mills, Ohio
- S Olivier, Daniel Dretzka, Jr.
Andover, Mass.

- U Page, Scott Sevenman
Hillsborough, Calif.
- L Palladino, Robert Michael
Watertown, Mass.
- U Pangburn, William Jameson
Amarillo, Texas
- L Pardovich, Thomas Joseph
Andover, Mass.

- J Nordenson, Guy J. P.
New York, N.Y.
- L Norris, Peter Andrew
Rumson, N.J.
- J Norris, Stephen John
Rumson, N.J.
- U Nuttall, Leonard John V
Manchester, Mass.

O

- L Olivier, Robert Jarvis
Andover, Mass.
- L Olson, Andrew Holgate
Glen Ridge, N.J.
- U Olson, Douglas Donald
Colorado Springs, Colo.
- J Orr, Charles Wallace
St. Joseph, Mo.
- U Ose, Lester Ellwood, Jr.
Eldora, Iowa
- J Owen, William Franklin
Memphis, Tenn.

P

- J Parker, Arthelbert Louis
Pittsburgh, Pa.
- U Parker, James Howard, III
Clinton, N.C.
- J Partington, Marshall Trowbridge
Stamford, Conn.
- U Pearson, John Michael
Wayzata, Minn.

- J Pease, Edward Carroll
Andover, Mass.
- S Peck, Charles Edward, Jr.
Perrysburg, Ohio
- U Pelletier, Stephen Dominique
Andover, Mass.
- U Pepin, Frederic Victor
Dracut, Mass.
- U Perkins, Charles, III
West Bridgewater, Mass.
- S Perkins, Romerio Dorianzo
Tallahassee, Fla.
- L Perry, David Francis
Wellesley Hills, Mass.
- L Perry, Russell Keith
Bloomington, Ind.
- L Perschak, Adrian Peter
Worcester, Mass.
- S Peters, Frederick Warburg
New York, N.Y.
- U Petter, Andrew John
Nelson, B.C.
- L Petzold, Raymond Walter
Andover, Mass.
- L Pfeiffer, Robert Stanley
Arlington, Va.
- S Phillips, Jonathan Owen
Oxford, Ga.
- L Picerne, David Romeo
Cranston, R.I.
- S Pieters, Albert Stephen
Andover, Mass.
- J Pitnick, Richard James
Harrisburg, Pa.
- S Poirier, Marc Raymond
Durham, N.C.
- L Poliquin, Bruce Lee
Waterville, Me.
- L Pool, Richard Frederick
Novato, Calif.
- S Poole, Robert Charles
Camden, Ark.
- U Post, James Douglas
McLean, Va.
- L Powel, Samuel Franklin, IV
Slingerlands, N.Y.
- L Pratt, Edward Martin
Hallowell, Me.
- U Pratt, George Woodman, III
Wayland, Mass.
- U Prelinger, Richard
New Haven, Conn.
- U Propper, Michael Welles
Kingsport, Tenn.
- L Pruden, William Heston, III
Ho-Ho-Kus, N.J.
- U Puzak, Frederick Nicholas
Minneapolis, Minn.
- S Pynchon, John Forrest
Winthrop, Me.

Q

- U Quinlan Mark
Jaffrey, N.H.



R

- L Rafferty, Brian
West Hartford, Conn.
 U Rafferty, Pierce
West Hartford, Conn.
 L Raleigh, Thomas Leicester, III
Winchester, Mass.
 L Ralston, Joseph Frederick, Jr.
Fayetteville, Tenn.
 U Ramey, Allan Anthony, Jr.
Lawrence, Mass.
 L Ramsay, Alastair George Lionel
Birmingham, Ala.
 L Rawson, Thomas Henry
Riverside, Conn.
 S Read, Dale Thomas
Cleveland, Ohio
 S Reding, Charles Andrew
Malone, N.Y.
 S Reed, Dupuy Warrick
Kansas City, Mo.
 L Regan, Edward Paul
Dracut, Mass.
 L Remis, Richard Alan
Swampscott, Mass.
 S Remmel, Harman Lawrence
New York, N.Y.
 S Revord, Paul David
Omaha, Neb.
 J Reynolds, Craig Booth
Davis, Calif.
 L Reynolds, Stephen David
Leominster, Mass.
 U Rheinhardt, Jeffrey Norman
Ilion, N.Y.
 L Richardson, Douglas Scott
Dover, N.H.
 U Richardson, George Oliver, III
Darien, Conn.
 J Richardson, John Blair, Jr.
New York, N.Y.
 U Richardson, John David
Columbus, Ohio
 U Rickey, Stuart Ross
East Chatham, N.Y.
 L Rieger, John Hackett
Los Gatos, Calif.
 S Riggs, Henry Lawrason
Cambridge, Mass.
 S Ristuccia, Matthew Paul
Andover, Mass.
 U Rivinius, Geoffrey Symmes
Winchester, Mass.
 U Robinson, Darryl Artis
New York, N.Y.
 S Robinson, Frederick James, III
Grosse Pointe Farms, Mich.
 J Robinson, William Richard
Danvers, Mass.
 U Roby, Willie Lee, Jr.
Pine Bluff, Ark.
 S Rockwell, David Warren
Panama City, Panama
 S Roe, David Wesley
Spencer, Ohio
 S Rogers, James Franklin
Easton, Pa.
 J Rogerson, John Thomas, III
Keuka, N.Y.
 U Rohrer, Jan Warren
Christiana, Pa.
 U Roll, David Fredrick
Fayetteville, N.Y.
 S Rollins, Donald Bacon
Tucson, Ariz.
 J Romeo, Richard Edward
Andover, Mass.
 J Roscoe, Brooks Hamilton
Hingham, Mass.
 S Rose, Richard Suydam
Lock Haven, Pa.
 U Rosen, Jeffrey Brian
Waterloo, Iowa
 S Rosenzweig, Jeffrey Marx
Hot Springs, Ark.
 S Ross, David Lee
Durham, N.C.
 L Ross, Glenn Stephenson
Algiers, Algeria
 S Ross, Norman Phillip, Jr.
New Canaan, Conn.
 S Roth, William Hartley
Sidney, Ohio
 U Royce, Harrison Schuyler, III
Andover, Mass.
 S Rubel, William Duncan
Washington, D.C.
 U Rueter, Matthew Cushing
Manchester, Mass.
 L Runne, Eugene Peter
Cambridge, Mass.
 L Russem, Andrew Asher
Andover, Mass.
 S Russo, John Joseph, II
Los Angeles, Calif.
 U Rutherford, Andrew Little
Waterville, N.Y.
 L Rutherford, Edward Stevens
New Canaan, Conn.
 S Rutherford, George Little, III
Waterville, N.Y.
 J Rydell, James Bullard
Las Vegas, Nev.
 L Ryder, Neil Philip
Miami, Fla.
 S Rynne, Elmer Paul, Jr.
Lowell, Mass.

S

- U Sachs, Peter Nathan
Rochester, N.Y.
- S Sagaser, David D.
Andover, Mass.
- S Samp, Richard Abbott
Cambridge, Mass.
- S Samsel, Peter Warren
Pittsfield, Mass.
- U Samson, David
Princeton, N.J.
- S Samuels, Stephen Lee
Paragould, Ark.
- J Sapuppo, Nunzi Michael
Andover, Mass.
- L Sartorelli, Richard William
Chelsea, Mass.
- S Sawabini, Frederick Lack
Burlington, Vt.
- J Schaefer, Mark
Wareham, Mass.
- U Schaff, Charles Booth, Jr.
Youngstown, Ohio
- U Schatz, George Edward
Pittsburgh, Pa.
- S Scherr, Albert Edward, IV
Milano, Italy
- L Scherr, Alexander Wand
Milano, Italy
- L Schlumberger, Charles Lewis
Little Rock, Ark.
- S Schmertzler, Michael
Lexington, Mass.
- U Schmitz, John William
Miami Beach, Fla.
- J Schneider, Frank William
Ames, Iowa
- U Schneider, Ronald Joseph
Dallas, Iowa
- J Schutte, William Richard
San Francisco, Calif.
- J Schwartz, David Nathaniel
San Francisco, Calif.
- J Scott, Martin Lee
Burlington, Iowa
- U Seaton, Dudley Charles
Houston, Texas
- U Seero, Dana John
Andover, Mass.
- S Selby, Norman Cannan
New York, N.Y.
- J Selby, Russell MacLeod
New York, N.Y.
- S Senft, Stephen Lamont
Providence, R.I.
- S Shangold, Gary Alan
Perth Amboy, N.J.
- J Shanholt, Peter Maitland
Glen Head, N.Y.
- J Shaw, Jerome Mark
South Norwalk, Conn.
- L Shaw, Joseph Peter
Rye, N.Y.
- J Shaw, Samuel Andrew
Mexico, D.F., Mexico
- J Shaw, Samuel Ervine, III
Brookline, Mass.
- S Shea, James Lindsay
Baltimore, Md.
- J Sheahan, Richard Case
Andover, Mass.
- S Sheeline, Christopher White
Huntington, N.Y.
- S Sheffield, John Charles
Detroit, Mich.
- L Sheldon, Charles Freeman, Jr.
Miami Beach, Fla.
- U Sherrill, Stephen Carter
New York, N.Y.
- S Sherwood, Robert Breckenridge, Jr.
Branford, Conn.
- S Shetterly, Brian Thomas
APO, New York, N.Y.
- S Short, David Hosley
Cohasset, Mass.
- S Shulman, Michael Thomson
New York, N.Y.
- S Sibal, John Woodruff
Weston, Conn.
- U Siegel, Thomas Jay
Scarsdale, N.Y.
- S Sikand, Vijaya Kumar
Princeton, N.J.
- U Siliciano, John Andrew
Elmira, N.Y.
- L Simonds, Joel Henry
Andover, Mass.
- U Sirkin, David Winsor
APO, New York, N.Y.
- S Skib, Robert Alan
Elmira, N.Y.
- S Skinner, David John
Convent Station, N.J.
- S Skinner, Graham Taber
McLean, Va.
- S Skinner, Samuel Way
Keene, N.H.
- J Smith, Calvin Crane
Andover, Mass.
- L Smith, Charles Plympton
Burlington, Vt.
- S Smith, Frederick Hewitt
Burlington, Vt.
- L Smith, Henry Brooks
New York, N.Y.
- U Smith, John Huntington
Burlington, Vt.
- J Smith, Joseph Adam
Brooklyn, N.Y.
- S Smith, Levi Pease, III
Burlington, Vt.
- U Smith, Lincoln
Cohasset, Mass.
- L Smith, Quentin Roberts
Ogden, Utah
- S Smith, Timothy Dunham
Wilton, Conn.
- S Smith, Timothy Meckley
Old Greenwich, Conn.

- S Smolik, Robert Jose
Lusaka, Zambia
- S Smyke, Edward John, Jr.
Decatur, Ga.
- S Snickenberger, Walter Alexander, Jr.
Ithaca, N.Y.
- U Snow, Christopher Forrest
West Scarborough, Me.
- S Sorota, Peter Alan
Andover, Mass.
- L Soule, Robert Ragle
Andover, Mass.
- L Spaeth, Douglas Grant
Elizabeth City, N.C.
- S Speller, Curtis, Jr.
Norfolk, Va.
- U Spruel, James, Jr.
Baton Rouge, La.
- L Spurgeon, Richard Cruthers, II
Philadelphia, Pa.
- J Standish, Myles Erwin
Charlotte, N.C.
- S Stapleton, Ethan Carroll
Little Compton, R.I.
- J Starks, Keith Merton
Andover, Mass.
- S Stearns, Robert Breuer
Harrison, N.Y.
- J Stecker, Raymond James
Boxford, Mass.
- S Steinberg, James Braidy
Wellesley, Mass.
- S Steinway, Henry Engelhard
New York, N.Y.
- U Sternberg, Paul, Jr.
Glencoe, Ill.
- L Stevens, David
South Orange, N.J.
- L Stevens, David Winton
Washington, D.C.
- J Stevens, S. Peter
South Orange, N.J.
- L Stevens, Timothy Herschal
Easthampton, Mass.
- U Stevenson, Malcolm Harrison
Lake Forest, Ill.
- S Stewart, Bruce Norman
Huntington, N.Y.
- S Stewart, Leonard Cassell
Augusta, Ga.
- U Stimson, David Grow
South Dartmouth, Mass.
- J Stitzer, Norman Pipas
Margate, N.J.
- L Stocks, William Franklind
Dixon, Wyo.
- S Stone, Harold Andrew
Pittsburgh, Pa.
- U Storey, Harlan Gene
Canton, Ohio
- S Stover, James Walter
Lincoln, Neb.
- L Strausz, Steven Alva
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- San Antonio*
 JOHN M. BENNETT, JR., '27
 National Bank of Commerce
- UTAH
- Ogden*
 RODERICK H. BROWNING, '44
 2641 Washington Blvd.
- Salt Lake City*
 LINCOLN D. CLARKE, M.D., '42
 3951 South 2215 East
 C. CHAUNCEY HALL, M.D., '41
 2652 East 6200 South
- VERMONT
- Windsor*
 REV. GEORGE P. PIERCE
 Box 523
- VIRGINIA
- Charlottesville*
 GARDNER W. SMITH, M.D., '49
 University of Virginia Hospital
 108 Woodstock Dr.
- Norfolk*
 JERE A. KLOTZ, M.D., '41
 5534 Lakewood Dr.
- Richmond*
 THOMAS WALKER, M.D., '28
 Richmond Memorial Hospital
 1300 Westwood Ave.
- WASHINGTON
- Bellevue*
 WALTER S. KIMBALL, M.D., '30
 3407 76th Ave., N.E.
 Evergreen Point
- Issaquah*
 FREDERICK W. HAYES, '45
 5813 189th S.E.
- Seattle*
 EDW. T. BARTLETT, II
 1531 N.E. 63rd St.
 LUCIUS H. BIGLOW, JR., '42
 1900 Washington Bldg.
 DR. WILLIAM H. HATHAWAY
 College of Forest Resources
 University of Washington
 JAMES E. HINISH, JR.
 King Broadcasting Co.
 320 Aurora Ave. No.
 PENDLETON MILLER, '28
 c/o Lane, Powell & Miller
 1700 Washington Bldg.
 HOLT W. WEBSTER, '39
 Airborne Freight Corp.
 2000 12th Ave., E.
- Spokane*
 SAMUEL L. GALLAND, '25
 W. 1612 Marc Dr.
- Tacoma*
 HOWARD S. REED, '45
 7502 North St., S.W.
- WEST VIRGINIA
- Charleston*
 WILLIAM A. PUGH, '39
 15 Grosscup Rd.
- Wheeling*
 MARSHALL T. GLEASON, JR., '33
 Shawnee Hills
- WISCONSIN
- Madison*
 PROF. WILLIAM L. SACHSE, '30
 1105 Waban Hill
- Milwaukee*
 ROBERT A. UIHLEIN, JR., '34
 235 W. Galena St.
- Racine*
 JOHN H. BATTEN, 3d, '31
 Twin Disc Clutch Co.
 1328 Racine St.
- WYOMING
- Casper*
 J. A. PADON, JR., '59
 P.O. Box 153
- Story*
 MAURICE LEON, JR., '42
 Box 6

BERMUDA

Hamilton

HUGH C. MASTERS, '40
Box 139

CANADA

Calgary

THOMAS B. HEWITT, '39
207 Lancaster Bldg.

CANAL ZONE

Balboa

ROBERT J. BOYD, JR., '48
Box 2013

ENGLAND

London

LAURENCE W. M. VINEY, '38
72/90 Worship St., E.C. 2

FRANCE

Paris

ROGER SEYMOUR, '44
78-Le Vesinet
4 rue Alphonse Pallu

GERMANY

Duesseldorf

ARTHUR L. KELLY, '55
Cecilien Allee 80

GUATEMALA

Guatemala City

JOHN L. WHITBECK, '40
Apartado Postal 15-A

ITALY

Rome

EMORY BASFORD
via Metro Paola Rubens 21

JAPAN

Tokyo

PATRICK G. NOLLET, '51
c/o French Embassy

JORDAN

Amman

FRED THOMAS, '46
USAID-Amman
Dept. of State
Washington, D.C.

KOREA

Seoul

MYONG HYON SOHN, '56
Economic Planning Board

KUWAIT

Sharq Dasman Area

THOMAS W. H. PHELPS, '61
International School of Kuwait
10th & 18th Dasman St.

MEXICO

Mexico City

WILLIAM ADAMS, III, '44
c/o First National City Bank
Apartado Postal 87-BIS
HENRY DEARBORN, *Minister*
American Embassy

PUERTO RICO

San Juan

GUILLERMO E. GONZALEZ, JR.,
'50
Truck Fleets Inc.
P.O. Box 3565
RICARDO A. GONZALES, '53
A13 Argentina St.
Gardenville Bayamon, P.R.

SAUDI ARABIA

Dhahran

DONALD K. CAMERON, JR., '48
Arabian American Oil Co.
P.O. Box 1948

SPAIN

Madrid

CARLOS M. DE LA CRUZ, '59
Gramco Iberia S.A.
General Sanjurjo, 57-2°

THAILAND

Bangkok

PIYA CHAKKAPHAK, '48
34 Attakravee Ln.
Sukhumvit Ln. 26
Bangkapi, Bangkok

VENEZUELA

Caracas

ALBERTO J. VOLLMER, '42
Edf. Polar-piso 13
Plaza Venezuela

Valencia, Edo Carabobo

J. R. THOMPSON
Apartado 194
c/o C. A. Firestone Venezolena

VIRGIN ISLANDS

St. Thomas

GEORGE A. BALL, '49
Quick-Pics, Inc.
30 Main St.

CALENDAR

1970	1971	1972
SEPTEMBER	MAY	JANUARY
S M T W T F S	S M T W T F S	S M T W T F S
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18 19 20 21 22 23 24	19 20 21 22 23 24 25	20 21 22 23 24 25 26
25 26 27 28 29 30	26 27 28 29 30 31	27 28 29 30 31

CALENDAR

SCHOOL YEAR 1970-1971

Fall term begins	Thursday, September 10, 1970
Examinations begin	Saturday, November 21
Fall term ends	12:00 noon, Wednesday, November 25

THANKSGIVING RECESS—5 days

Winter term begins	5:00 p.m., Monday, November 30
Christmas recess begins	1:00 p.m., Wednesday, December 16

CHRISTMAS RECESS—21 days

Christmas recess ends	5:00 p.m., Wednesday, January 6, 1971
Long weekend	Friday-Sunday, February 12-14
Examinations begin	Monday, March 8
Term ends	12:00 noon, Thursday, March 11

SPRING RECESS—16 days

Spring term begins	8:00 p.m., Saturday, March 27
Long weekend	Friday-Sunday, May 7-9
Examinations begin	Monday, June 7
Term ends	Thursday, June 10
Commencement	Friday, June 11

SUMMER SESSION—1971

Summer Session begins	Wednesday, June 30
Summer Session ends	Thursday, August 12

SCHOOL YEAR 1971-1972

Fall term begins	Thursday, September 9, 1971
Fall term ends	Wednesday, November 24
Winter term begins	Monday, November 29
Christmas recess begins	Wednesday, December 15
Christmas recess ends	Wednesday, January 5, 1972
Winter term ends	Thursday, March 9
Spring term begins	Saturday, March 25
Spring term ends	Thursday, June 8
Commencement	Friday, June 9
Summer Session begins	Wednesday, June 28, 1972
Summer Session ends	Thursday, August 10, 1972

STUDENT CLASSIFICATION 1969-1970

GEOGRAPHICAL REPRESENTATION

Alabama	4	Utah	2
Arizona	5	Vermont	9
Arkansas	6	Virginia	16
California	38	Washington	3
Colorado	5	West Virginia	1
Connecticut	78	Wisconsin	1
Delaware	4	Wyoming	1
District of Columbia	12	Abu Dhabi	1
Florida	13	Afghanistan	2
Georgia	8	Algeria	1
Idaho	1	Argentina	2
Illinois	28	Bermuda	2
Indiana	5	Brazil	2
Iowa	16	Canada	8
Kansas	2	Dominican Republic	2
Kentucky	5	England	1
Louisiana	2	Germany	2
Maine	13	Ghana	1
Maryland	7	Greece	1
Massachusetts	216	Hong Kong	2
Michigan	14	India	1
Minnesota	7	Iran	1
Mississippi	1	Italy	3
Missouri	7	Lebanon	2
Nebraska	2	Mexico	7
Nevada	3	Nepal	1
New Hampshire	14	Nigeria	1
New Jersey	31	Pakistan	1
New Mexico	1	Philippines	1
New York	131	Puerto Rico	1
North Carolina	18	Saudi Arabia	1
Ohio	25	South Africa	1
Oklahoma	4	Spain	2
Oregon	2	Thailand	2
Pennsylvania	34	Turkey	1
Rhode Island	9	Venezuela	4
South Carolina	2	Zambia	1
Tennessee	7		
Texas	8	TOTAL	879

CLASSIFICATION

277	Seniors
236	Uppers
226	Lowes
140	Juniors
879	Total Students
803	Boarding Students
76	Day Students
879	Total Students

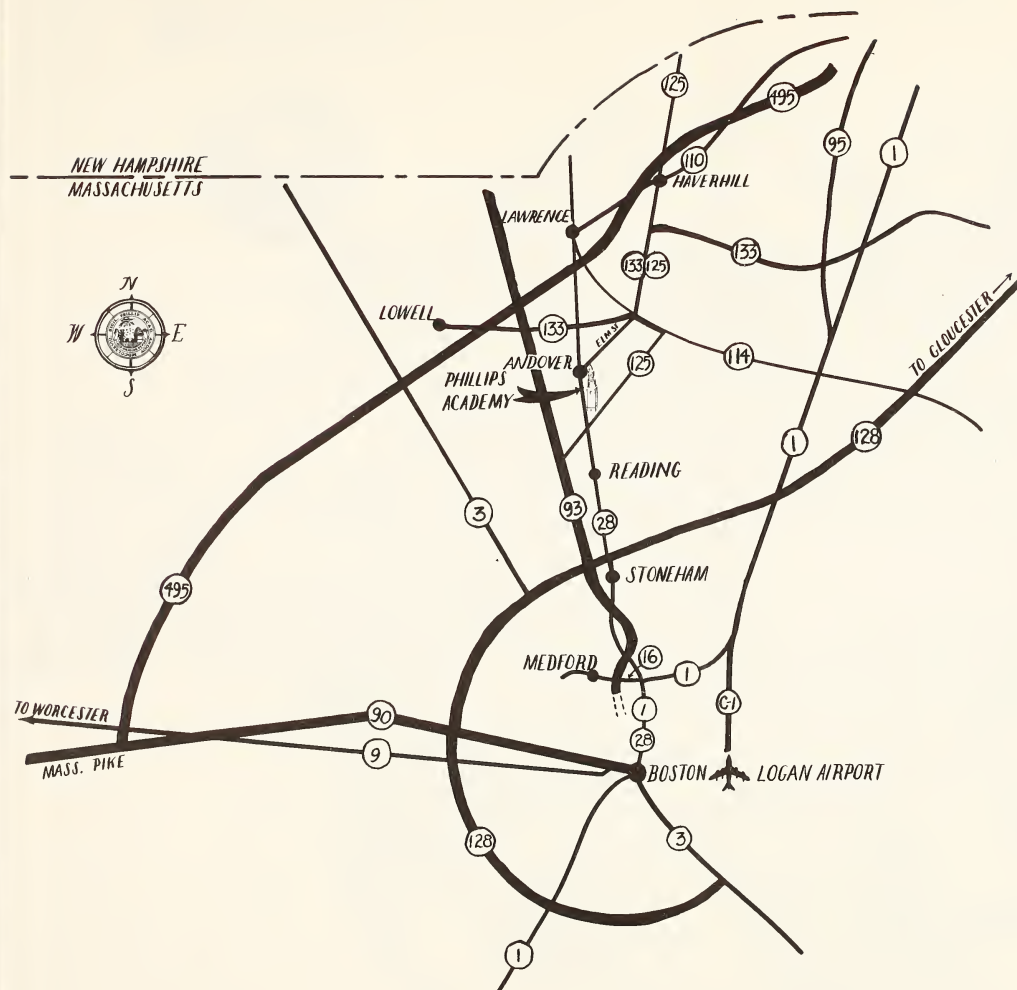
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STUDENT PHOTOGRAPHER: NORMAN PHILLIP ROSS, JR. '70





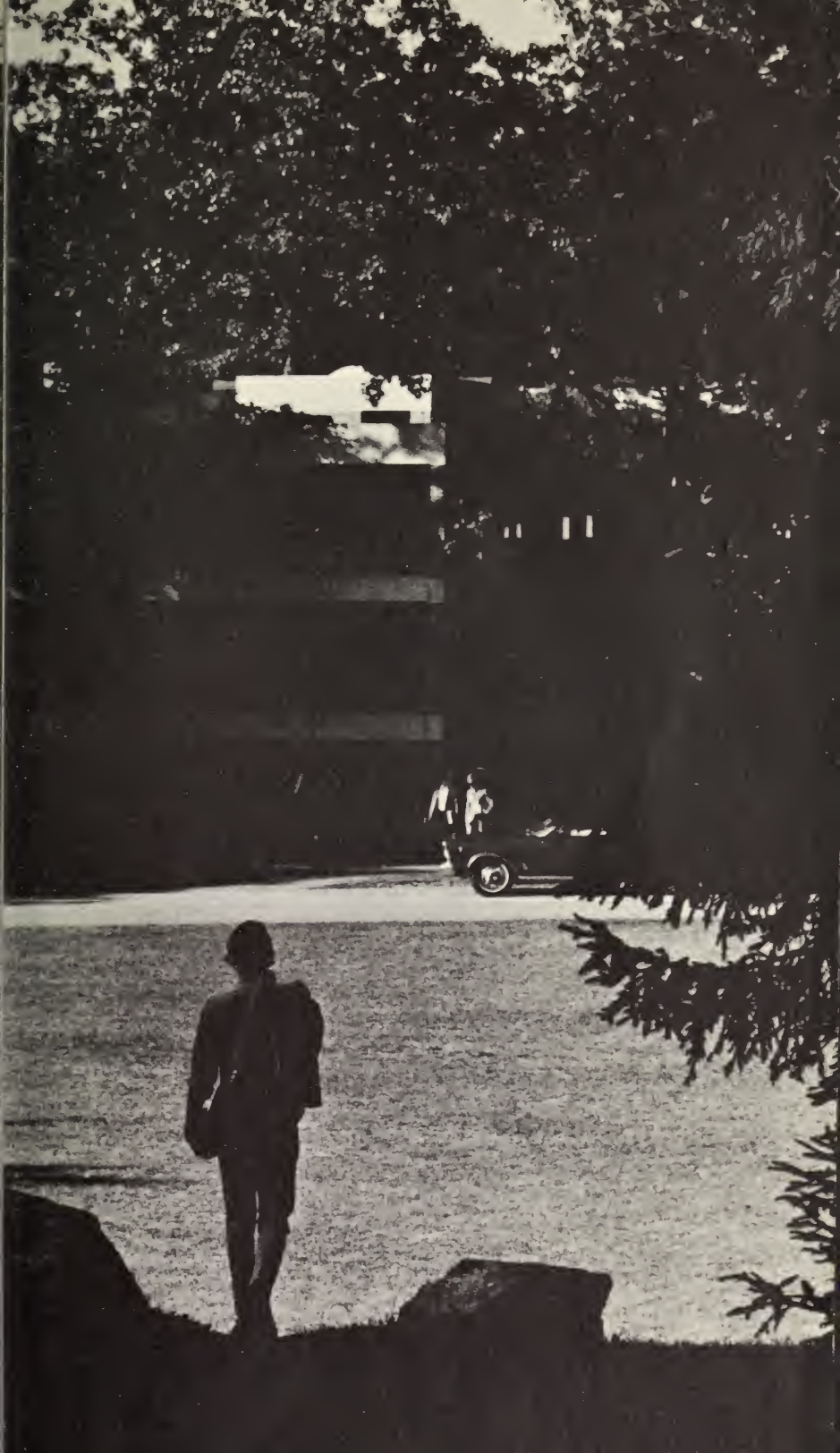
APPROACHES TO PHILLIPS ACADEMY ANDOVER, MASS.

FROM BOSTON: 23 MILES
RTS. 1-28 FROM MUSEUM OF SCIENCE
LEFT ON RTE. 16 IN MEDFORD
RT. ON INTERSTATE 93 NORTH
RT. ON RTE. 125
THEN NORTH ON RTE. 28

FROM LOGAN AIRPORT: 25 MILES
RT. ON RTE. C-1 BECOMES RTE. 1
WEST ON RTE. 114
LEFT ON ELM ST. AT MERRIMACK COLLEGE
LEFT ON MAIN ST. (RTE. 28), ANDOVER

FROM POINTS WEST, NORTHWEST, AND S.W.
RTE. 495 NORTH
RT. ON RTE. 28

FROM POINTS NORTHEAST
RTE. 495 SCUM TO RTE. 28 —
OR RTE. 133 TO 125
RT. ON ELM ST.
LEFT ON MAIN ST. (RTE. 28), ANDOVER





WELLS BINDERY, INC.

JUL 1975

WALTHAM, MASS. 02154

